DOCUMENT RESUME

ED 354 271 TM 019 560

AUTHOR	Ingels, Steven J.; And Others
TITLE	National Education Longitudinal Study of 1988. First Follow-Up: Teacher Component Data File User's Manual.
INSTITUTION	National Opinion Research Center, Chicago, Ill.
SPONS AGENCY	National Center for Education Statistics (ED), Washington, DC.
REPORT NO	NCES-93-085
PUB DATE	Nov 92
NOTE	384p.
PUB TYPE	Guides - Non-Classroom Use (055) -- Reports - Descriptive (141) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC16 Plus Postage.
DESCRIPTORS	Databases; *Data Collection; Data Processing; *Evaluation Utilization; Followup Studies; Grade 10; High Schools; *National Surveys; *Sampling; Secondary School Teachers; Statistical Data; Student Characteristics; Student Evaluation; *Teacher Characteristics
IDENTIFIERS	*Educational Information; *National Education Longitudinal Study 1988; Statistical Analysis System; User Guides

ABSTRACT

This user's manual has been produced to familiarize data users with the procedures followed for data collection and processing of the first follow-up teacher component of the National Education Longitudinal Study of 1988 (NELS:88). The teacher component provides teacher information that can be used to analyze the behaviors and outcomes of the student sample. Another objective is to provide the documentation necessary to use the data files. Chapter 1 presents the history and an overview of the NELS:88 program. Chapter 2 contains a general description of the data collection instruments of the first follow-up study. The sample design and weighting procedures of the first follow-up are documented in chapter 3; and data collection procedures, schedules, and results are presented in chapter 4. Chapter 5 describes data preparation and processing. Chapter 6 describes the organization and contents of the data file and provides important suggestions for using it. The seven appendixes contain a list of other publications, guidelines for Statistical Analysis System (SAS) users, the first follow-up teacher questionnaires, and the record layout for the questionnaire. A codebook for the data is the final section of the manual. (SLD)

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NATIONAL CENTER FOR EDUCATION STATISTICS

User's Manual November 1992

National Education Longitudinal Study of 1988

First Follow-Up: Teacher Component Data File User's Manual

NELS
88

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NATIONAL CENTER FOR EDUCATION STATISTICS

User's Manual November 1992

National Education Longitudinal Study of 1988

First Follow-Up: Teacher Component Data File User's Manual

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National Center for Education Statistics

"The purpose of the Center shall be to collect, and analyze, and disseminate statistics and other data related to education in the United States and in other nations."—Section 406(b) of the General Education Provisions Act, as amended (20 U.S.C. 1221e–1).

November 1992

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Foreword

This manual has been produced to familiarize data users with the procedures followed for data collection and processing of the first follow-up teacher component of the National Education Longitudinal Study of 1988 (NELS:88). A corollary objective is to provide the necessary documentation for use of the data files.

Use of the data set does not require the analyst to be a statistician or sophisticated computer programmer. Most social scientists and policy analysts should find the data set organized and equipped in a manner that facilitates straightforward production of statistical summaries and analyses. This manual provides extensive documentation of the content of the data files and how to use them. **Chapter VI and Appendix C, in particular, contain essential information that allows the user to immediately proceed with minimal startup cost. A careful reading of Chapter VI and Appendix C will help users to avoid common mistakes that result in costly computer job failures or incorrect results.**

The rest of the manual provides a wide range of information on a variety of topics related to the National Center for Education Statistics (NCES) and the National Education Longitudinal Study of 1988 (NELS:88). Chapter I begins with an overview and history of NCES National Education Longitudinal Studies program and the various studies that it comprises. Chapter II contains a general description of the data collection instruments used in the NELS:88 first follow-up studies.

The sample design and weighting procedures used in the first follow-up studies are documented in Chapter III, as well as non-sampling measurement errors and problematic variables.

Data collection procedures, schedules, and results are presented in Chapter IV. Chapter V describes data preparation and processing activities such as monitoring receipt of questionnaires, editing and coding, data entry and archiving, machine editing, and construction of the cleaned data tape. Finally, Chapter VI describes the organization and contents of the data file and provides important suggestions for using it.

The appendices contain a list of other NCES publications; guidelines for Statistical Analysis System (SAS) users; the first follow-up teacher questionnaire; and the record layout for the teacher questionnaire. A codebook for the teacher questionnaire data constitutes the final section of the manual.

In addition to the study described in this manual, a number of supplemental NELS:88 components and related education studies are also described in Appendix A. Earlier NCES longitudinal studies that may be of interest to NELS:88 users are also described in Appendix A. They include: the High School and Beyond (HS&B) base year files; merged HS&B first, second, and third follow-up files; related HS&B files; and assorted files related to the National Longitudinal Study of the High School Class of 1972 (NLS-72).

Finally, Appendix G lists errata for the First Follow-Up Student and School Component Data File User's Manuals.

A Note on Data Use and Confidentiality

The NELS:88 base year and first follow-up data files are released in accordance with the provisions of the General Education Provisions Act (GEPA) [20 USC 122e 1] and the Carl D. Perkins Vocational Education Act. GEPA assures privacy by ensuring that respondents will never be individually identified.

The National Center for Education Statistics (NCES) is responsible under Public Law 100-297 for protecting the confidentiality of individually identifiable respondents, and is releasing this data set to be used for statistical purposes only. Record matching or deductive disclosure by any user is prohibited.

To ensure that the confidentiality provisions contained in PL 100-297 have been fully implemented, procedures commonly applied for disclosure avoidance in other Government-sponsored surveys were used in preparing the data files associated with this manual. These include suppressing, abridging, and recoding identifiable variables. Every effort has been made to provide the maximum research information that is consistent with reasonable confidentiality protections. Deleted, abridged, and/or recoded variables appear with an explanatory footnote in the codebook attached to each user's manual.

Acknowledgments

A study such as this is built first and foremost upon the students (and school leavers), teachers, school principals, and parents who have so generously provided its basic data. We are grateful for their cooperation. We also thank the considerable numbers of school personnel who have so enthusiastically assisted in the implementation of NELS:88.

We wish as well to acknowledge the role of a number of other individuals in the realization of the aims of this study. Penny A. Sebring launched the NELS:88 first follow-up, as the initial NORC project director. Harrison Greene as the task leader for the field test, Barbara Schneider as task leader for questionnaire design, and Donald Rock and Judith Pollack of the Educational Testing Service as task leaders for cognitive test development also contributed significantly to the project.

We are grateful to NCES staff in the Longitudinal and Household Studies Branch who worked closely with us on this project. Jeffrey Owings, branch chief and sometime project officer for the first follow-up; Shi-Chang Wu, who oversaw the final stages of the study; Anne Hafner (formerly of NCES), who served as project officer through the field period; and other branch staff -- Ralph Lee, Jerry West, and Peggy Quinn -- all contributed to various aspects of this study. Bob Burton of the Statistical Standards and Methodology Division offered much helpful statistical advice and review.

Larry Suter of the National Science Foundation, Dick Berry (formerly of the National Science Foundation), and Carmen Simich-Dudgeon of the Department's Office of Bilingual Education and Minority Languages Affairs (OBEMLA) also worked hard to help us realize and extend the potential of NELS:88.

In addition, we would like to thank members of what began in the base year as our National Advisory Panel, and became in 1989 the NELS:88 First Follow-Up Technical Review Panel. The panelists -- Jerald G. Bachman, Gordon Ensign, Lyle V. Jones, Nancy Karweit, Richard J. Murnane, Patricia Shell, Marshall Smith, and John Stiglmeier -- provided wise counsel on many difficult issues of design, instrumentation, and implementation. Aaron Pallas, Anthony Bryk, and Senta Raizen, as consultants to the first follow-up, also contributed to the design and success of the study.

The authors also wish to acknowledge those who contributed to the production of this manual. Paul Buckley, Kenneth A. Rasinski, Bruce Spencer, and Roger Tourangeau provided technical and statistical advice; Rasinski and Tourangeau thoughtfully reviewed key chapters as well. Supriti Sehra documented procedures, conceived and produced various illustrative figures and diagrams, and generated critical first follow-up statistics. Programmers Gloria Rauens, Ruth Moayyad, Shiow-Ling Tsai-Ma, and David Pieper painstakingly constructed the composites and data files, and also generated statistics reported throughout the manual. Our appreciation is also extended to Amelia Solorio for her patience and thoroughness in the production of the manuscript.

Finally, we would like to thank the 180 NORC field interviewers and supervisors who with such energy and determination collected the NELS:88 data. The final response rates -- a cooperation rate of over 98 percent from school districts and schools, 94 percent participation from students, and 91 percent participation from dropouts -- testify to their dedication and the success of their efforts.

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Appendix A: NELS:88-Related Data Files Available from the National Center for Education Statistics

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Appendix D: First Follow-Up Teacher Questionnaires

Appendix E: Record Layout for NELS:88 First Follow-Up Teacher Data Tape

Appendix F: NELS:88 Teacher Codebook

Appendix G: Corrections to the First Follow-Up Student and School Component Data File User's Manuals

I. Introduction

This manual provides guidance and documentation for users of the public release data for the teacher component of the National Education Longitudinal Study of 1988 (NELS:88). Information about the purposes of the study, the data collection instruments, teacher selection, and data collection and data processing procedures is presented in this manual.

1.1 NELS:88 First Follow-Up Teacher Survey

The NELS:88 teacher component was designed to provide teacher information that could be used to analyze the behaviors and outcomes of the student sample. The teacher survey instrument was administered to teachers of first follow-up sample members in four basic subject areas: mathematics, science, English, and history. The questionnaire elicited teacher evaluations of student characteristics and performance in the classroom, curriculum information about the classes taught to sample members, and background information about the teachers and their schools, including both teacher demographic and professional characteristics, and information about teachers' school activities, such as parent-teacher and teacher-school interactions, time commitments to various tasks, and perceptions of school climate and culture.

1.2 First Follow-Up Teacher Sample

For a number of reasons, the NELS:88 teacher sample does not constitute a nationally representative sample of tenth-grade teachers. First, the teacher sample was entirely student driven. That is, each teacher's appearance in the sample depended upon his or her linkage to a sampled student who in turn chose to participate in NELS:88. (While teacher data were sometimes collected for student nonparticipants, these data have been systematically excluded from the teacher file.)

Second, the sample does not constitute a representative sample of teachers even in the four subject areas to which the teacher study was restricted. Unlike the base year, in which the school sample constituted a representative sample of all eighth-grade schools in the nation in 1988, the first follow-up school sample was determined by the dispersion patterns of base year sample members to tenth-grade schools, and does not constitute a national probability sample of schools. Therefore even if all teachers in the four subject areas had been included, the population from which NELS:88 teachers was selected would not have been representative of all tenth-grade teachers in the nation. However, the teacher data are attached to a nationally representative sample of students.

The NELS:88 teachers are a sample of the tenth-grade teachers of participating NELS:88 first follow-up students in, for each student, two of four subject matters. In order to maximize the longitudinal continuity of subject area teacher data, the subject matter pairs were assigned based on each student's subject combination in the base year (if the student was a base year retained sample member). If the tenth-grade student was added to the sample in the first follow-up, the subject combination was assigned randomly. Subject substitution occurred if a given sample member was not enrolled in a preassigned subject area, or in order to reduce the burden of teachers who were asked to report on more than seven students (see Section 3.2 for a full explanation of subject substitution rules).

The requirement that the student be rated in two subjects brought one or two of each student's teachers into the teacher sample. In schools where one teacher taught both assigned subjects to the

NELS:88 student participant, that student was rated by, at most, one teacher, although the student was rated twice (once for each of the two subjects taught to him by the assigned teacher). In schools where each of the two subjects was taught by a different teacher (or teams of teachers), the NELS:88 student participant was rated by up to a maximum of two teachers.

1.3 Structure of the NELS:88 Teacher Files

The teacher data file is organized at the level of student-teacher pairs. An identification code permits linkage to other files (see Section 6.3.1 for a fuller explanation). Data from 9,987 teachers, linkable to 15,908 students are contained in the teacher file. It is because each student was to be rated twice (once in each of two subjects) that the number of records (27,994) is nearly double the number of records in the student file (15,908). This file also contains student information, class information, and teacher background information. Further details of the file structure for the teacher survey are given in Chapter VI.

Because the first follow-up teacher data cannot be used to make generalizations to the population of tenth-grade teachers, **teacher weights have not been provided** on the teacher data file. However, because the NELS:88 teachers are, essentially, informants on NELS:88 students, the student weight (available on the student file) can be used in conjunction with the teacher data when students are employed as the central unit of analysis and their teachers as a source of contextual data. Weighted frequencies in the codebook to this user's manual reflect use of the first follow-up student weight (F1QWT) with the teacher data.

1.4 Organization of the Data User's Manuals

Four manuals have been produced for the NELS:88 first follow-up, one to accompany each of four public release files: student, dropout, teacher, and school. Each manual furnishes the user with general information and documentation, as well as information and documentation for use with a specific public release data file. This manual may also be utilized with the restricted use data files, as variables that were modified or suppressed on the public use files, but appear on the restricted use version of the data, are included in the codebook.

1.5 NCES National Education Longitudinal Studies Program

The U.S. Department of Education's National Center for Education Statistics (NCES) is mandated to "collect and disseminate statistics and other data related to education in the United States" and to "conduct and publish reports on specific analyses of the meaning and significance of such statistics" (Education Amendments of 1974-Public Law 93-380, Title V, Section 501, amending Part A of the General Education Provisions Act).

Consistent with this mandate and in response to the need for policy-relevant, time-series data on nationally representative samples of elementary and secondary students, NCES instituted the National Education Longitudinal Studies (NELS) program, a continuing long-term project. The general aim of the NELS program is to study the educational, vocational, and personal development of students at various grade levels, and the personal, familial, social, institutional, and cultural factors that may affect that development. The NELS program currently consists of three major studies: the National Longitudinal

Study of the High School Class of 1972 (NLS-72); High School and Beyond (HS&B); and the National Education Longitudinal Study of 1988 (NELS:88). Taken together, these studies represent the educational experience of youth from three decades--the 1970s, 1980s, and 1990s. Figure 1-1 illustrates the increasing number of issues that have become part of NCES's National Education Longitudinal Studies research agenda. A brief description of these issues is followed by a review of NELS:88.

1.5.1 National Longitudinal Study of the 1970s: NLS-72

The first of the NELS projects, the National Longitudinal Study of the High School Class of 1972 (NLS-72), began in the spring of 1972 with a survey of a national probability sample of 19,001 seniors from 1,061 public, secular private, and church-affiliated high schools. The sample was designed to be representative of the approximately three million high school seniors enrolled in more than 17,000 schools in the spring of 1972. Each sample member was asked to complete a student questionnaire and a 69-minute test battery. School administrators were also asked to supply survey data on each student, as well as information about the schools' programs, resources, and grading systems.

Five follow-ups, conducted in 1973, 1974, 1976, 1979, and 1986, have been completed. At the time of the first follow-up, an additional 4,450 students from the class of 1972 were added to the sample. Through intensive locating and tracking efforts, 13,912 of the 1972 base year respondents and 4,016 participants in the expanded first follow-up sample responded to the fourth follow-up in 1979. The fifth follow-up included 12,841 participants from a subsample of 14,489 respondents who participated in the base year or one of the subsequent follow-ups.

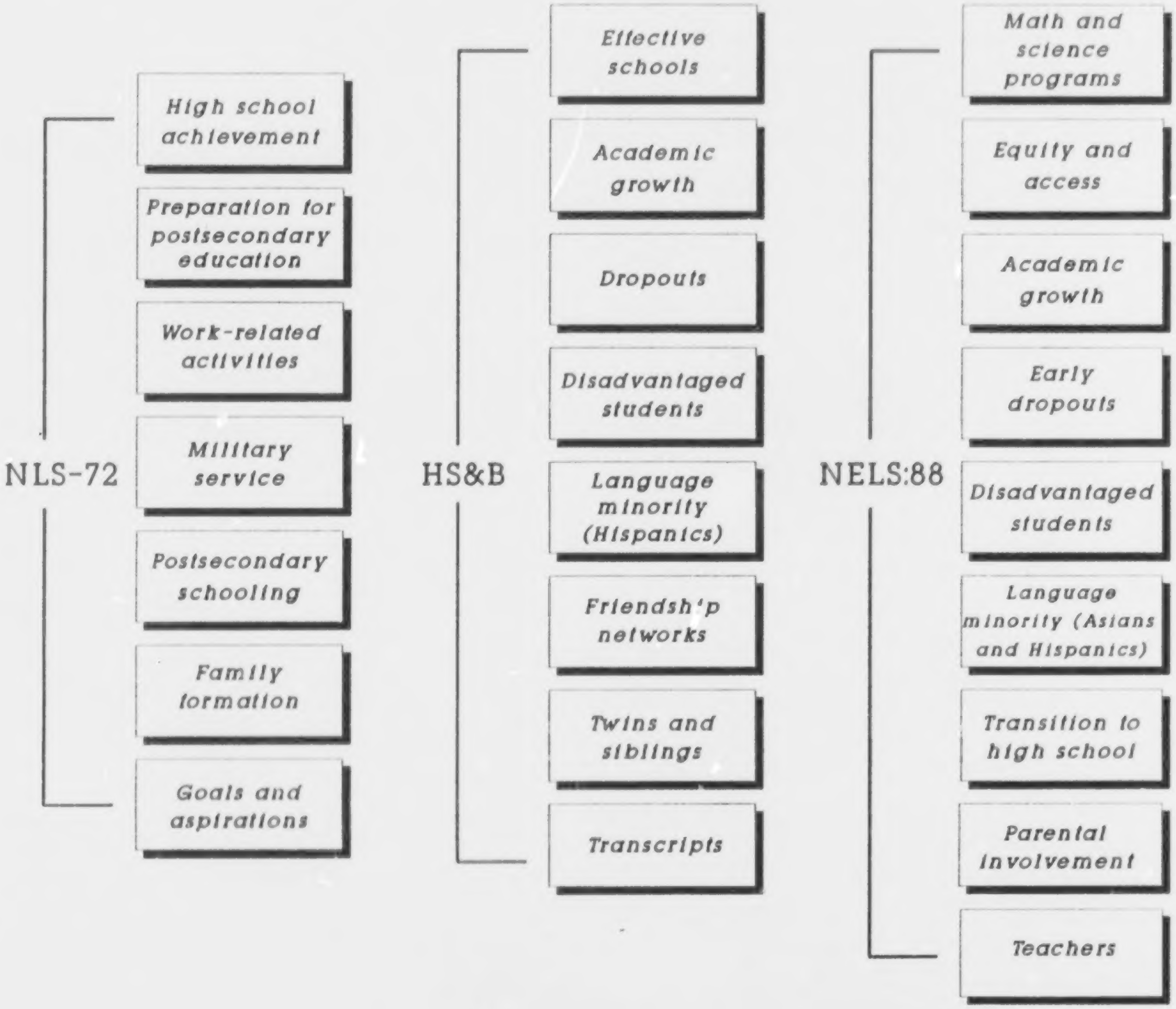
In addition to background information, the NLS-72 base year and follow-up surveys collected data on respondents' educational activities, such as schools attended, grades received, and degree of satisfaction with their educational institutions. Participants were also asked about work experiences, periods of unemployment, job satisfaction, military service, marital status, and children. Attitudinal information on self-concept, goals, participation in political activities, and ratings of their high schools are other topics for which respondents have supplied information.

1.5.2 High School and Beyond of the 1980s: HS&B

The next major longitudinal study sponsored by NCES was High School and Beyond. HS&B was initiated in order to capture changes that had occurred in education-related and more general social conditions, in federal and state programs, and in the needs and characteristics of students since the time of the earlier survey. Thus, HS&B was designed to maintain the flow of education data to policymakers at all levels who need to base their decisions on data that are reliable, relevant, and current.

Base year data collection was conducted in the spring of 1980. Students were selected using a two-stage probability sample with schools as the first-stage units and students within schools as the second-stage units. There were 1,015 public, private, and church-affiliated secondary schools in the sample and a total of 58,270 participating students. Unlike NLS-72, HS&B included cohorts of both tenth and twelfth graders. Since the base year data collection in 1980, three follow-ups of the HS&B cohorts have been completed: one in the spring of 1982; one in the spring of 1984; and the last in the spring of 1986. The fourth follow-up, of the sophomore cohort only, took place in the spring of 1992.

Figure 1-1: Development of key research issues for the NCES National Education Longitudinal Studies program


NLS-72
High school achievement
Preparation for postsecondary education
Work-related activities
Military service
Postsecondary schooling
Family formation
Goals and aspirations
HS&B
Effective schools
Academic growth
Dropouts
Disadvantaged students
Language minority (Hispanics)
Friendship networks
Twins and siblings
Transcripts
NELS:88
Math and science programs
Equity and access
Academic growth
Early dropouts
Disadvantaged students
Language minority (Asians and Hispanics)
Transition to high school
Parental involvement
Teachers

The four NELS program cohorts (NLS-72 seniors, the HS&B sophomores and seniors, and NELS:88 eighth graders) are displayed in Figure 1-2 according to their initial and subsequent survey years and their modal age at the time of each survey. As illustrated, NLS-72 seniors were first surveyed in 1972 at age eighteen and have been resurveyed five times since, with the last survey occurring in 1986, when these respondents were about thirty-two years of age. The HS&B cohorts have been surveyed at points in time that would permit as much comparison as possible with the time points selected for NLS-72. NELS:88 is also designed to fit into this larger analytical scheme. The NELS:88 first follow-up sophomore class of 1990 parallels the HS&B sophomore class of 1980; similarly, the second follow-up senior class of 1992 will parallel the 1980 and 1982 HS&B, and 1972 NLS-72 senior classes.

1.6 National Education Longitudinal Study of 1988: Overview

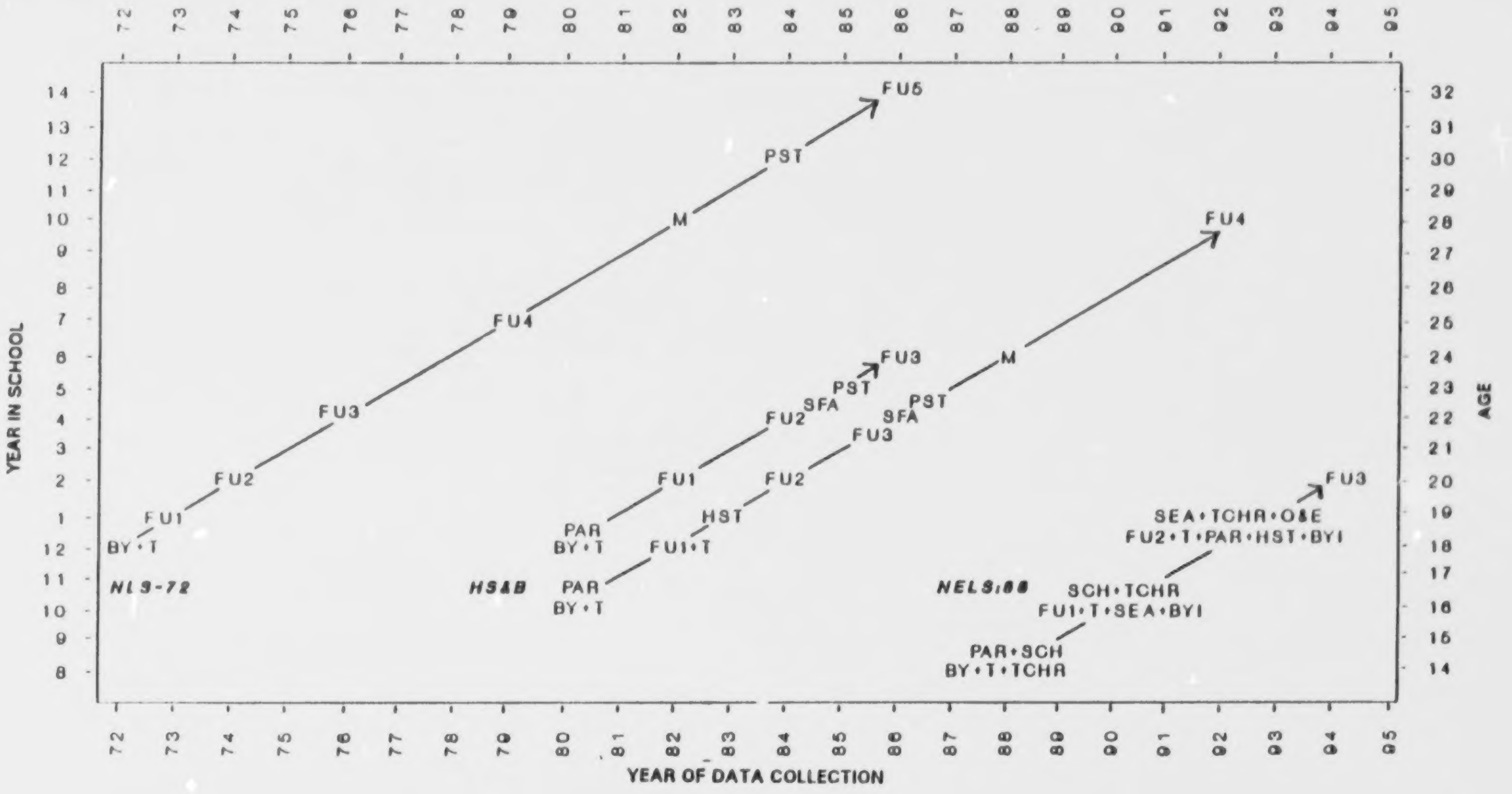
The base year of the National Education Longitudinal Study of 1988 (NELS:88) represents the first stage of a major longitudinal effort designed to provide trend data about critical transitions experienced by students as they leave elementary school and progress through high school and into postsecondary institutions or the work force. The 1988 eighth-grade cohort is being followed at two-year intervals. Policy-relevant data about educational processes and outcomes will be collected over time, especially as it pertains to student learning, early and late predictors of dropping out, and school effects on students' access to programs and equal opportunity to learn.

The first follow-up in 1990 constitutes the first opportunity for longitudinal measurements from the 1988 baseline. It also provides a comparison point to high school sophomores ten years before, as studied in HS&B. The study captures the population of early dropouts (those who leave school prior to the end of tenth grade), while monitoring the transition of the student population into secondary schooling.

The second follow-up took place early in 1992, when most sample members were in the second term of their senior year. The second follow-up provides a culminating measurement of learning in the course of secondary school, and also collects information that will facilitate investigation of the transition into the labor force and postsecondary education after high school. Because the NELS:88 sample was freshened to represent the high school class of 1992, trend comparisons can be made to the high school classes of 1972 and 1980 that were studied in NLS-72 and HS&B. The NELS:88 second follow-up returned to students who were identified as dropouts in 1990, and identified and surveyed additional students who had left school since the prior wave.

The third follow-up will take place in 1994, when most sample members will have left high school. The primary goals of the 1994 round will be to provide for trend comparisons with NLS-72 and HS&B, to address issues of employment and postsecondary access and choice, and to ascertain how many dropouts have returned to school and by what route. A fourth follow-up is tentatively scheduled for 1996.

Figure 1-2: Research design for the NCES National Education Longitudinal Studies program



NLS-72 = **National Longitudinal Study of the High School Class of 1972**

BY = Base year data collection

FU1 = First follow-up data collection

FU2 = Second follow-up data collection

FU3 = Third follow-up data collection

FU4 = Fourth follow-up data collection

FU5 = Fifth follow-up data collection

M = Maintenance of address data

PST = Postsecondary education transcripts

T = Cognitive test administration

HS&B = **High School & Beyond: 1980**

BY = Base year data collection

FU1 = First follow-up data collection

FU2 = Second follow-up data collection

FU3 = Third follow-up data collection

FU4 = Fourth follow-up data collection

HST = High school transcripts

M = Maintenance of address data

PAR = Survey of parents

PST = Postsecondary education transcripts

SFA = Student financial aid records

T = Cognitive test administration

NELS:88 = **National Education Longitudinal Study of 1988**

BY = Base year data collection

BYI = Base Year Ineligible Study

FU1 = First follow-up data collection

FU2 = Second follow-up data collection

FU3 = Third follow-up data collection

HST = High school transcripts

O&E = Course offerings and enrollment data

PAR = Survey of parents

SCH = School administrator survey

SEA = School Effects Augmentation

T = Cognitive test administration

TCHR = Survey of teachers

1.6.1 NELS:88 Study Objectives

NELS:88s objectives are more comprehensive than those of any education longitudinal study conducted to date. Its major features include the planned integration of student, dropout, parent, teacher, and school studies; the initial concentration on an eighth-grade student cohort with planned follow-up at two-year intervals; the inclusion of supplementary components to support analyses of geographically or demographically distinct subgroups; and the design linkages to previous longitudinal studies and other current studies.

Multiple research and policy objectives are addressed through the NELS:88 design. The study is intended to produce a general purpose data set for the development and evaluation of educational policy at all governmental levels. Part of its aim is to inform decisionmakers, education practitioners, and parents about the changes in the operation of the educational system over time, and the effects of various elements of the system on the lives of the individuals who pass through it. Specifically, NELS:88 focuses on a number of interrelated policy issues, including: identification of school attributes associated with achievement; the transition of different types of students from eighth grade to secondary school; the influence of ability grouping on future educational experiences and achievements; determinants of dropping out of the educational system; and changes in educational practices over time. One of the unique features of NELS:88 is the extensive attention it gives to the role of parents. It gathers data on the effect of parents' attitudes and behaviors on educational choices, the correlates of active parental involvement in the school, parental guidance, and the parent's role in the educational success of their children. Guides to the linkage between NELS:88 first follow-up questionnaire items and some of the key policy issues related to education research are provided in Figure 1-3.

1.6.2 First Follow-Up Core Study and Sample Design

Three study components were carried over from the base year of NELS:88, and constituted the main first follow-up design: surveys and tests of students, and surveys of school administrators and teachers. In addition, three new components--dropouts, Base Year Ineligible Study, and School Effects Augmentation--were initiated in the first follow-up, and a freshened sample was added to the student component.

A student questionnaire gathered information about basic background variables and a range of other topics including school work, aspirations, and social relationships. Students also completed a series of curriculum-based cognitive tests that used item overlapping methods to measure educational achievement and cognitive growth between eighth and tenth grades in four subject areas--reading, mathematics, science, and social studies (history/government). If a student was a first-time participant of NELS:88, he or she also completed a new student supplement, containing questions on basic demographic information which were asked in the base year but not repeated in the first follow-up. Selected teachers (in two of the four subject areas) completed a teacher questionnaire designed to collect data about school and teacher characteristics, evaluations of the selected students, course content, and classroom teaching practices. Finally, a school administrator questionnaire was completed by school principals. It gathered descriptive information about the school's teaching staff, the school climate, characteristics of the student body, and school policies and program offerings.

Figure 1-3: NELS:88 first follow-up key questionnaire items related to educational policy in education research

I. Equity/Access/Choice

ISSUES

Academic programs, school climate, admissions practices, SES and ethnicity, equal teaching quality and practices, A.P. and honors courses, remedial classes, student choices

STUDENT

19	Attend start/pass each term
20	HS program

SCHOOL

11	HS program enrollment
24-25	Days to be truant, D-out
29	% Students LM or LEP
35	# Teachers
43	Ethnicity of teachers
45-46	Teachers assigned ESL; certified
54	Admission practices
61	Use homogenous grouping
62	Who affects stud. placement
75	Math/sci. courses offered
76	# AP courses offered
82	Have D-out prevent. program
84	Why studs. in D-out program

II. Cognitive growth

ISSUES

Tracking, coursetaking, involvement, language proficiency, teacher quality, school climate, textbooks, parental involvement, family structure

STUDENT

13	Days absent
18A	Certainty will graduate
19	Attend start/pass each term
20	HS program
46	Important things in life
49	Educational expectations
53	Occupational expectations
92-93	Who else lives in house
97	Absences because babysit
99	Major family events

SCHOOL

1-4	School size, type
11	HS program enrollment
30	% Receive special services
35	# Teachers
43	Ethnicity of teachers
45-46	Teachers assigned ESL; certified
54	Admission practices
61	Use homogenous grouping
62	Who affects stud. placement
70	Coursework requirements
75	Math/sci. courses offered
76	# AP courses offered
82	Have D-out prevent. program
84	Why studs. in D-out program

III. Tracking dynamics and correlates

ISSUES

Coursetaking, grouping, decision making, cognitive growth, differential assignment, dropping-out, achievement, attitudes, social relations, college and employment opportunities

STUDENT

20	HS program
49	Educational expectations
53	Occupational expectations

SCHOOL

11	HS program enrollment
29	% Students LM or LEP
30	% Receive special services
54	Admission practices
61	Use homogenous grouping
62	Who affects stud. placement
75	Math/sci. courses offered

IV. Process of dropping out

ISSUES

School achievement, attendance, behavior, attitudes toward school, social relations, family structure and characteristics

STUDENT

13	Days absent
18A	Certainty will graduate
19	Attend start/pass each term
20	HS program
46	Important things in life
49	Educational expectations
53	Occupational expectations
76	Have any children of own
92-93	Who else lives in house
97	Absences because babysit
99	Major family events

SCHOOL

24-25	Days to be truant, D-out
29	% Students LM or LEP
30	% Receive special services
35	# Teachers
45	Teachers assigned ESL
61	Use homogenous grouping
75	Math/sci. courses offered
82	Have D-out prevent. program
84	Why studs. in D-out program

Figure 1-3 (cont.): NELS:88 first follow-up key questionnaire items related to educational policy in education research

I. Equity/Access/Choice

TEACHER

II-16	Division of class time
III-2	Teacher ethnicity

II. Cognitive growth

TEACHER

I-11	Language minority (LM)
I-12	Limited-English prof. (LEP)
II-3	Track of class
II-4	Level of students in class
II-5	Class enrollment
II-16	Division of class time
II-20 M	If Algebra I, topics
II-22 M	If Algebra II, topics
II-24 M	If Geometry, topics
II-21 S	If Biology, topics
II-23 S	If Chemistry, topics
II-20 H	If U.S. Hist., topics
II-21 H	If World Hist., topics
II-20 E	If English, topics
III-1	Teacher gender
III-2	Teacher ethnicity
III-4	Years teaching
III-6	Employment status
III-7,8	Type certification
III-9	Highest degree held
IV-8	Who helps teacher

III. Tracking dynamics and correlates

TEACHER

I-3	Track of class
I-4	Level of students in class
I-5	Class enrollment
II-20 M	If Algebra I, topics
II-22 M	If Algebra II, topics
II-24 M	If Geometry, topics
II-21 S	If Biology, topics
II-23 S	If Chemistry, topics
II-20 H	If U.S. Hist., topics
II-21 H	If World Hist., topics
II-20 E	If English, topics
III-4	Years teaching

IV. Process of dropping out

TEACHER

I-22	Student at risk of D-out
IV-8	Who helps teacher

Figure 1-3 (cont.): NELS:88 first follow-up key questionnaire items related to educational policy in education research

I. Equity/Access/Choice

DROPOUT

28	Who tried to prevent D-out
36	Important things in life
38-39	Educ./occ. expectations
41	Home language not English
44	English ability

II. Cognitive growth

DROPOUT

6	HS program
19	Why chose classes
20	Grades received
22	Days absent
36	Important things in life
38	Educational expectations
41	Home language not English
44	English ability
74	Hours work
77	Wage
86	Who else lives in house
92	Absences because babysit

III. Tracking dynamics and correlates

DROPOUT

16	HS program
19	Why chose classes
20	Grades received
41	Home language not English
44	English ability

IV. Process of dropping out

DROPOUT

6	Why left school
7	When last attended school
8-9	What grade in then; pass
10	Name and address last school
11	Plans to get HS diploma
16	HS program
19	Why chose classes
20	Grades received
22	Days absent
27	Major student events
28	Who tried to prevent D-out
29	School response to D-out
30	Parent response to D-out
36	Important things in life
38-39	Educ./occ. expectations
41	Home language not English
44	English ability
52	# Friends drop out
63	Have children of own
74	Hours worked
76-77	Job type; wage
86	Who else lives in house
92	Absences because babysit

Figure 1-3 (cont.): NELS:88 first follow-up key questionnaire items related to educational policy in education research

V. Transition patterns from 8th to 10th grade

ISSUES

Movement across private/public school sectors, family migration, track placement, differences in experience of school environment, school size, moral climate and organizational ethos of school

STUDENT

19	Attend start/pass each term
20	HS program

SCHOOL

54	Admission practices

VI. School effectiveness

ISSUES

School size, SES level, school sector, school climate, principal and teacher autonomy, staff job satisfaction, textbooks, curricular offerings, teacher quality, student performance and growth, student persistence and school-leaving

STUDENT

18A	Certainty will graduate
19	Attend start/pass each term
39	Self-reported grades
49	Educational expectations

SCHOOL

1-4	School size, type
11	HS program enrollment
24-25	Days to be truant, D-out
29	% Students LM or LEP
30	% Receive special services
35	# Teachers
43	Ethnicity of teachers
45-46	Teachers assigned ESL; certified
54	Admission practices
61	Use homogenous grouping
62	Who affects stud. placement
70	Coursework requirements
75	Math/sci. courses offered
76	# AP courses offered
82	Have D-out prevent. program
84	Why stud. in D-out program

VII. Parental and community involvement

ISSUES

Active parental involvement, school policies and attitudes related to parental involvement, parental choice in school, parental networks and interactions, student performance, remain in school

STUDENT

13	Days absent
99	Major family events

SCHOOL

84	Why studs. in D-out program

Figure 1-3 (cont.): NELS:88 first follow-up key questionnaire items related to educational policy in education research

V. Transition patterns from 8th to 10th grade

TEACHER

DROPOUT

10	Last school
11	Plans for HS diploma

VI. School effectiveness

TEACHER

II-20 M	If Algebra I, topics
II-22 M	If Algebra II, topics
II-24 M	If Geometry, topics
II-21 S	If Biology, topics
II-23 S	If Chemistry, topics
II-20 H	If U.S. Hist., topics
II-21 H	If World Hist., topics
II-20 E	If English, topics
III-6	Employment status
III-7,8	Type certification
III-9	Highest degree held
IV-8	Who helps teacher

DROPOUT

19	Why choose classes
29	School response to D-out
38	Educational expectations
44	English language proficiency

VII. Parental and community involvement

TEACHER

DROPOUT

30	Parent response to D-out
41	Home language not English
86	Who else lives in house

In addition to surveying students who were enrolled in school, the first follow-up also surveyed and tested youths who had dropped out of school at some point between the spring term of the 1987-88 school year and that of the 1989-90 school year. The dropout questionnaire collected information on a wide range of subjects, including reasons for leaving school, school experiences, absenteeism, plans for the future, employment, attitudes and self-concept, and home environment.

The longitudinal sample design of the first follow-up involved the selection of 21,474 students who were in the eighth-grade NELS:88 sample in 1988.[1] These students were termed "core" students. The core student sample was then augmented through a process called "freshening", the aim of which was to provide a representative sample of students enrolled in the tenth grade in the 1989-90 school year. The base year sample design, however, involved using schools as the primary sampling units, and then drawing a random sample of students within schools. Consequently the base year rendered representative samples of both eighth-grade students and schools, and enabled the use of both data files as stand-alone data sets. In the first follow-up, even though each data set can be analyzed separately, only the student data set constitutes a representative probability sample. The first follow-up sample design is discussed in detail in the *NELS:88 First Follow-Up Student Component Data File User's Manual*.[2]

The initial data collection period for the first follow-up was from late January to July, 1990. At the end of this period, the population of nonrespondents (for example, students who had not attended the survey session or had not been located), which was believed to possibly contain "hidden" dropouts, was subsampled and further pursued in a second data collection effort conducted between January and June of 1991 -- along with the pending populations of sample members previously identified as dropouts and base year ineligible students. In addition, nonresponding school administrators and teachers were recontacted in the second data collection effort and given a final opportunity to participate.

NORC, the prime contractor for NELS:88, and its subcontractor, the Educational Testing Service (ETS), were responsible for designing the six survey instruments. Specifically, NORC designed the student, dropout, new student supplement, school administrator, and teacher questionnaires, while ETS developed the cognitive tests. NORC conducted all data collection activities.

1.7 NELS:88 Sponsors

The NELS:88 sponsor, the U.S. Department of Education's National Center for Education Statistics (NCES), provided federal agencies, states, and educational institutions with an opportunity to expand the scope of the base year and first follow-up studies and enrich them through a variety of means. Enhancements sponsored by various groups included: sample supplements for states that provided representative state samples, oversamples of specific student groups, supplemental questions for various data collection instruments, and supplemental questionnaires.

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[1] This includes base year nonrespondents and approximately 2,400 OBEMLA-sponsored sample members.

[2] Ingels, S.J.; Scott, L.A.; Lindmark, J.T.; Frankel, M.R.; Myers, S.L.; and Wu, S. April 1992; Washington, D.C.: U.S. Dept. of Education, National Center for Education Statistics (NCES 92-030).

1.7.1 Sample Supplements and Augmentations

Sample supplements and augmentations were sponsored by various sources. Beginning in the base year, the U.S. Department of Education funded the parent component of NELS:88 and, with the National Science Foundation (NSF), co-sponsored the teacher component. Both agencies continued their sponsorship of the teacher component in the first follow-up as well. The U.S. Department of Education's Office of Bilingual Education and Minority Languages Affairs (OBEMLA) provided funds in the base year for oversampling Hispanic, Asian-Pacific Islander, and American Indian students, and in the first follow-up for following the approximately 2,400 students who were added to the sample in the base year, as well as the 176 LEP/NEP[3] students identified during the freshening process. The School Effects Augmentation of the first follow-up added some 6,400 students to the initial base year retained sample, and was supported in part by funds from the John D. and Catherine T. MacArthur Foundation, and by NCES. NCES also sponsored the Base Year Ineligible study, which included 626 base year sample members who were ineligible to participate in the base year survey, and 27 base year dropouts.

In both the base year and first follow-up, all survey instruments and cognitive tests were administered to the core (which included the OBEMLA oversample) and augmentation samples in an identical fashion.

1.7.2 Instrument Supplements

The NELS:88 base year and first follow-up instruments--the student, dropout, parent, teacher, and school administrator questionnaires--were supplemented in various ways by federal agencies and educational institutions.

In the base year study, the National Science Foundation (NSF) co-sponsored the teacher questionnaire supplement, while the U.S. Department of Education sponsored the parent questionnaire supplement. NSF also sponsored supplemental mathematics and science items on the student, parent, and school questionnaires. Other federal agencies, which sponsored questions in the student, parent, teacher, and school questionnaires, included: the National Endowment for the Humanities (NEH), which sponsored questions about the humanities and history; the U.S. Department of Education's Office of Bilingual Education and Minority Languages Affairs (OBEMLA), which added questions about minority language use patterns and bilingual programs; and the U.S. Department of Education's Office of Planning, Budget, and Evaluation (OPBE), which sponsored questions about gifted and talented programs.

In the first follow-up, NSF again sponsored the teacher questionnaire supplement, as well as the mathematics and science items in the student and school questionnaires. OBEMLA also continued its support of questionnaire items about minority language use patterns and bilingual programs in the first follow-up student, dropout, new student supplement, teacher, and school questionnaires.

1.7.3 Related Studies

Appendix A contains information on related NELS:88 enhancements, state augmentations and supplements, as well as data from other education studies which are available through NCES.

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[3] A LEP (Limited-English-Proficient) or NEP (Non-English-Proficient) student is one whose native language is not English and whose skills in listening to, speaking, reading, or writing English are such that he or she derives little benefit from school instruction delivered in English.

1.8 NELS:88 Data and Documentation

NELS:88 first follow-up data are available in both **public use** and **restricted use** versions on both magnetic tape and (later in 1992) on compact disc (CD-ROM). While this manual is specifically designed for use with the public release files, it is also appropriate for use with the restricted data. Machine-readable documentation, and an electronic codebook that is user-manipulable through menu-driven software, are included on the forthcoming compact disc version of the data.

1.8.1 Confidentiality Provisions

Because multilevel microdata (that is, individual-level data from multiple, linkable sources) carries with it some risk of the possibility of statistical disclosure of institutional or individual identities, the NELS:88 data have been extensively analyzed to determine which items of information, used alone, in conjunction with other key variables, or in conjunction with public external sources such as school universe files, have significant disclosure potential. Variables that were found to pose significant disclosure risks were suppressed or altered to remove or substantially reduce such risks.

Although the focus of the confidentiality analyses, and the majority of the modifications, were on school data, teacher variables were also modified or suppressed if their presence in the data file increased the risk of identifying schools. Specifically, the teacher variables selected for masking or alteration were those that on a priori grounds or inspection of response frequencies appeared to carry high disclosure risk; they constituted unique data signatures or extreme outliers that could be associated with publicly known characteristics of a school or individual. For this reason, most continuous variables were recast in categorical form. All modified variables are so noted in the codebook appearing in this user's manual.

While the extremely high value that is placed on confidentiality -- not only by federal statute but also by NCES and contractor standards -- justifies these alterations of the data, it is recognized that some of these protections against disclosure may at times reduce the analysis potential of certain variables in the data set. For example, when only ranges of percentages are given for a variable, threshold points that may be important for some analyses may be obscured, or nonlinearities in relationships hidden. No matter how thoughtfully continuous variables are transformed into categorical form, different cut points for the categories may be desirable, depending on one's particular analytic purposes. While most suppressed data will have only a negligible effect on most analyses, there are times when the suppressed information is critical. For this reason, NCES also makes restricted use data files available to qualified researchers with a proven need for the data in its restricted use form. To obtain the restricted use data, an organization must secure a licensure agreement from the National Center for Education Statistics. The agreement must be signed by the principal investigator and by someone authorized to commit the organization to the legal requirements. In addition, each professional or technical staff member with access to the data must sign and have notarized an affidavit of nondisclosure. Institutionally based researchers may apply to the Associate Commissioner for Education Statistics at the Statistical Standards and Methodology Division, National Center for Education Statistics, if they wish to pursue the possibility of obtaining access to the NELS:88 restricted use data files.

1.8.2 First Follow-Up Data Files and Documentation

Four public release data files have been produced for the NELS:88 first follow-up study, one for each study component--the student, dropout, teacher, and school surveys.[4] Each file includes data based on the first follow-up sample, which consists of 18,221 participating students (including 17,424 panel participants for whom both base year and first follow-up data are available), 1,043 participating dropouts, 1,296 participating school principals, and 9,987 participating teachers.

A data user's manual is provided for use with each first follow-up data file. Additional documentation, including an in-depth assessment of sampling and non-sampling error, and data on the psychometric properties of the cognitive tests, appears in the *NELS:88 First Follow-Up Final Technical Report*. Analytic reports and tabulations based on first follow-up data are also planned. These reports, and their estimated release dates, are listed in Appendix B.

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[4] The School Effects Augmentation data will be released as a combined first and second follow-up file after the completion of the NELS:88 second follow-up.

II. Data Collection Instruments

This chapter provides a brief description of the survey instruments used for the student, dropout, school administrator, and teacher components of the first follow-up. The data collection instruments for the first follow-up consisted of a student questionnaire and cognitive test, a new student supplement, and the dropout, school administrator, and teacher questionnaires.

Instrument development was guided by the research objectives of NELS:88. Questionnaires were designed to meet the longitudinal goals of the study; items were chosen based on their utility in predicting or explaining future outcomes as measured in later survey waves. All of the questionnaires employed in the first follow-up were framed to provide continuity and consistency with earlier education longitudinal studies, as well as to address new areas of policy concern and to reflect recent advances in theory. Where appropriate, NELS:88 drew test and questionnaire content from NLS-72, HS&B, and other NCES studies, such as the National Assessment of Educational Progress (NAEP) and the Schools and Staffing Study (SASS) to ensure a common standard of measurement that would permit comparisons with other important data sources, and maximize the utility of NELS:88 data. In the first follow-up, the instruments that were used in the base year were augmented to capture the education and social experiences of tenth graders, and new instruments were developed for the populations new to the first follow-up--dropouts and freshened students. Items used in the new questionnaires were drawn from the studies mentioned above, as well as from the base year instruments. Figure 2-1 provides an overview of the content areas covered by the NELS:88 first follow-up questionnaires.

2.1 Student Questionnaire and Cognitive Tests

Sample members who were attending school during the spring term of the 1989-90 school year (including those who were identified as dropouts at some earlier time, but returned to and remained in school during the spring term of 1990) were administered a student questionnaire, either at an in-school or off-campus survey session. The self-administered questionnaire, which took approximately one hour to complete, collected information on a wide range of topics, including students' background, language use, home environment, perceptions of self, plans for the future, jobs and household chores, school experiences and activities, work, and social activities. The first follow-up student questionnaire was available in both English and Spanish.

In addition to the student questionnaire, students completed a series of cognitive tests, also administered at in-school or off-campus survey sessions. The combined tests, covering four subject areas, included 116 items to be completed in 85 minutes. The cognitive tests are described briefly below:

- Reading Comprehension (21 items, 21 minutes) consisted of five short passages followed by comprehension and interpretation questions. Two versions of the reading test were developed, differing in degree of difficulty.

- Mathematics (40 items, 30 minutes) assessed both simple mathematical application skills, as well as more advanced skills of comprehension and problem solving. Three versions of the mathematics test were developed for the first follow-up, varying in the level of difficulty.

- Science (25 items, 20 minutes) contained questions drawn from the fields of life, earth, and physical sciences.

Figure 2-1: Content areas in NELS:88 first follow-up questionnaires

Content category	Student	Dropout	Teacher	School
Constitutional factors			Teacher sex, birthdate	
Race/ethnicity			Teacher race/ethnicity	School (student/ faculty) race/ethnic composition
Home characteristics	Others in household, number of brothers and sisters, own child, religion, language use	Others in household, number of brothers and sisters, own child, religion, language use	Student language use and health	Percent of students in single-parent homes, percent with percent with limited English English proficiency
Family and friends	Family relationships and events, parental school involvement, attributes of friends	Family relationships and events, parental school involvement, attributes of friends	Parental school involvement	Parental school involvement
Work status	Work status, type, hours, and pay	Work status, type, hours, and pay	Teacher work status, outside work	Teacher pay, degrees, work status, and certification
Opinions, attitudes, and values	Self-concept, locus of control	Self-concept, locus of control	Teacher impressions of student	
School characteristics				School type, structure, grades, locale, courses and programs, departments, periods, days
School atmosphere	School climate, problems in school, level of discipline	School climate, problems in school, level of discipline	School climate, problems in decision-making processes, satisfaction with teaching	Problems in school, disciplinary actions taken, teacher morale, grading
School work	Program, coursework, homework, teacher practices, self-reported tardiness, absenteeism, suspension, and arrests	Program, coursework, homework, teacher practices, self-reported tardiness, absenteeism, suspension, and arrests	Instructional methods and materials, content areas covered, track of class, homework, tardiness, absenteeism	Track composition, student tardiness and absenteeism

Figure 2-1 (cont.): Content areas in NELS:88 first follow-up questionnaires

Content category	Student	Dropout	Teacher	School
School performance	Self-reported grades, NELS cognitive test scores	Self-reported grades, NELS cognitive test scores	Student achievement	
Special programs	Participation in special programs	Participation in special programs		Programs offered, level of participation
After-school activities	Participation in school-related and non-school-related activities	Participation in school-related and non-school-related activities, activities since left		
Life goals, educational and occupational	Educational and occupational expectations and preparation, others' expectations, important things in life	Educational and occupational expectations and preparation, others' expectations, important things in life, why left school		

- History/Citizenship/Geography (30 items, 14 minutes) assessed knowledge of important issues and events in American history, the structure and function of the federal government, and U.S. and world geography.

NORC's subcontractor, the Educational Testing Service (ETS), developed the cognitive test battery in the first follow-up. Six forms of the cognitive test were produced, each comprising a different combination of mathematics and reading difficulty levels. Each student's test form was determined by his or her scores on the base year mathematics and reading tests; freshened students and base year nonrespondents received the intermediate version of the first follow-up cognitive test battery (Version III).

2.2 Dropout Questionnaire

During the data collection period (the spring term of the 1989-90 school year), sample members who had been out of school for four or more consecutive weeks at the time an NORC interviewer contacted them to be surveyed were administered the dropout questionnaire, as well as (when possible) the cognitive test battery. The hour-long, self-administered questionnaire and 85-minute cognitive test battery were completed with an NORC interviewer present, at either a group or single survey session. The dropout questionnaire collected data about the last school attended by the sample member and the school's climate, reasons for leaving school, and actions school personnel, parents, and friends took when the respondent stopped going to school. Respondents also reported on the likelihood of their returning to and graduating from high school, and described their current activities and future plans.

Produced for the first follow-up study, the dropout questionnaire was designed to facilitate comparisons with the NELS:88 first follow-up student questionnaire. This item overlap with the student questionnaire permits users to contrast factors such as school environment, family life, aspirations, and self-perceptions of students with the responses of dropouts.

2.3 New Student Supplement

First-time NELS:88 participants who were brought into the study through sample freshening or who were base year nonrespondents completed the new student supplement questionnaire which was available in English and Spanish versions. The self-administered supplement took approximately 15 minutes to complete, and contained questions that gathered basic demographic information (such as birthdate, sex, and ethnicity) about students and their families which were included in the base year questionnaire, but not repeated in the first follow-up. Among other items, students reported on their language use, and the employment status, occupation, and educational attainment of their parents or guardians.

2.4 Teacher Questionnaire

In the first follow-up, a self-administered questionnaire was completed by selected teachers[5] responsible for instructing sampled students in two of the four cognitive test subjects (mathematics, science, reading, and social studies). Teachers were asked to respond to the questionnaire items in relation to a specific list of sampled students enrolled in their classes. The teachers of each sample member were chosen, when possible, from the same two cognitive test areas that were chosen for that student in the base year. (In some cases, however, students who were not enrolled in classes in the same subject areas as the base year were evaluated by teachers in "substitute" subjects.)

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[5] New schools brought into NELS:88 by virtue of student mobility (i.e., sample members who transferred to a non-NELS:88 school) were not eligible for the school administrator or teacher surveys.

The NELS:88 teacher component was designed to provide teacher information that can be used to analyze the behaviors and outcomes of the student sample, including the effects of teaching on longitudinal student outcomes. The teacher-student-class linked design of this component does not provide a stand-alone analysis sample of teachers, but instead permits specific teacher characteristics and practices to be directly related to the learning context and educational outcomes of sampled students. The teacher questionnaire is the critical instrument for investigating the student's specific learning environment.

The teacher questionnaire attempts to illuminate questions of the quality, equality, and diversity of educational opportunity by obtaining information in the following four content areas:

- Teacher's assessment of the student's school-related behavior and academic performance, educational and career goals (e.g., likelihood student will go to college, student motivation, effort, absenteeism, and class participation). Respondents completed this section with respect to the sample members they instructed for a particular subject matter.

- Information about the class the teacher taught to the sample member (e.g., track assignments, instructional methods, homework assignments, and curricular contents). In this section of the instrument, classroom topic coverage ("Opportunity to Learn") items have been articulated with the cognitive tests.

- Information about the teacher's background and activities (e.g., academic training, years of teaching experience, employment status).

- Information about the school social climate and organizational culture and ethos (e.g., teacher autonomy, participation in determining school policy, and relationships with the principal).

2.5 School Administrator Questionnaire

The primary purpose of the school administrator questionnaire was to gather general descriptive information about the educational setting and environment associated with the individual students who were selected for participation in NELS:88. This school information describes the overall academic climate in terms of enrollments and educational offerings, as well as specific school practices and policies. The information obtained through the school administrator questionnaire provides supplemental data to that provided by the student questionnaire so that student outcomes can be considered in terms of the educational setting.

A self-administered 60-minute school administrator questionnaire was completed by the school principal, headmaster, or other knowledgeable school administrator designated by the principal of eligible schools. The questionnaire was designed to collect information about school, student, and teacher characteristics; school policies and practices; the school's grading and testing structure; school programs and facilities; parent involvement in the school; and school climate.

2.6 Abbreviated Questionnaires

Abbreviated versions of the first follow-up student, dropout, new student supplement, and school administrator questionnaires were administered to pending populations[6] during the second data collection period of the first follow-up. These shortened versions of the original instruments consisted mainly of locator information and key policy-relevant items. The mode of administration of the abbreviated survey instruments was primarily telephone interviews; a small percentage of abbreviated student and dropout questionnaires was completed with an NORC interviewer at an in-person survey session.

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[6] Sample members who had not been surveyed when data collection was halted in July of 1990.

III. Sample Design

This chapter describes the procedures used for selecting teachers into the NELS:88 first follow-up sample. It is important to remember that teachers entered into the sample only by virtue of teaching one or two of four selected courses (mathematics, science, English, history) to one or more of the first follow-up sample members in the spring term of the 1989-90 school year. Although the sampling design does not involve the selection of teachers, this chapter does provide background information to familiarize the reader with student sampling procedures, in addition to discussing the identification of first follow-up teachers and subject substitution procedures, as well as nonsampling sources of measurement error.

3.1 First Follow-Up Sample Design[7]

There were three basic objectives for the NELS:88 first follow-up sample design. First, the sample was to include approximately 21,500 students who were in the eighth-grade sample in 1988 (including base year nonrespondents). This longitudinal cohort was to be distributed across 1,500 schools. Second, the sample was to constitute a valid probability sample of all students currently enrolled in the tenth grade in the 1989-1990 school year. This entailed freshening the sample with students who were tenth graders in 1990 but not in the eighth grade during the 1987-1988 school year.[8] Third, the first follow-up was to include a sample of students who had been deemed ineligible for base year data collection (because physical, mental, or linguistic barriers prevented them from participating) so that those able to take part could be added to the first follow-up student sample, and demographic and school enrollment information could be obtained for them. Since teacher data were not collected for these base year ineligible sample members, sampling procedures for this group will not be discussed here.

3.1.1 Longitudinal Cohort (1988 eighth graders)

Including nonrespondents, the NELS:88 base year sample comprised 26,432 students. Of these, 96 were deemed out of scope for the 1990 first follow-up; included in this category were students who had died or moved out of the United States. Among the remaining 26,336 students, 348 were found to have dropped out of school, and were selected into the first follow-up with certainty (probability equal to one). Base year students attending school in 1989 were subsampled with probabilities related to the number of other base year students attending the same school.

On the basis of information obtained during the spring and summer of 1989, it was determined that the pool of 25,988 students were distributed among 3,967 schools.[9] As had been anticipated, the distribution of these students among schools was highly skewed. It was found that approximately 23 percent of these schools (908 of 3,967) contained 11 or more base year students; the number of base year students in all 908 schools totalled 19,568 (approximately 75 percent of 25,988). All of these 19,568 students, and the 908 schools they were attending, were included in the first follow-up with certainty.

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[7] Readers who desire detail on the base year sample design should consult Spencer, B.D.; Frankel, M.R.; Ingels, S.J.; Rasinski, K.A.; and Tourangeau, R. *NELS:88 Base Year Sample Design Report*, August 1990; Washington, D.C., U.S. Department of Education (NCES 90-463). For more detail on the first follow-up sample design, consult the *NELS:88 First Follow-Up Student Component Data File User's Manual*.

[8] Although the populations associated with the first and second objectives overlap, they are not identical. Some students who were in eighth grade in 1988 were not in tenth grade in 1990; similarly, some students enrolled in tenth grade in 1990 were not in eighth grade or were not in the U.S. in 1988.

[9] When the school a student was attending could not be identified, a separate "school" of size one was created. This was the case for 221 students who could not be located and ten students who were in home study. Hence, the number of actual schools was 3,736.

The remaining 6,420 students were distributed among 3,059 schools with 10 or fewer members of the base year sample. Students attending school with fewer than 10 other base year students were subsampled with probabilities greater than zero, but less than one. The sampling probabilities for the first follow-up depended on the number of base year students the school contained.[10] The final first follow-up sample consisted of 21,126 students attending 1,468 schools.

3.1.2 Freshened Student Sample (1990 tenth graders)

The second sampling objective was to create a valid probability sample of students enrolled in tenth grade in the 1989-1990 school year; this goal was achieved by a process we have termed "freshening." The freshening process involved examining the next name which appeared after the first follow-up sample member's name on a school roster, and:

1. If the student who was examined was enrolled in the eighth grade in the U.S. in 1988, then the freshening process terminated. If the designated student was not enrolled in the eighth grade in the U.S. in 1988, then that student was selected into the freshened sample.

2. Whenever a student was added to the freshened sample in step 1, the next student on the roster was examined and step 1 was repeated. The sequence of steps 1 and 2 was repeated (adding more students to the freshened sample) until a student who was in the eighth grade in the U.S. in 1988 was reached on the roster.

At a given first follow-up school, the freshening process could yield zero, one, or more than one new sample member. Altogether, 1,229 new students were added to the tenth-grade sample--on average, just less than one student per school. Some of these freshened students were removed from the sample when the populations of transfer students and potential dropouts were subsampled as a cost-saving measure. Freshened students were dropped in the subsampling process either because they themselves were not included in the subsample, or because the base year student to whom they were linked was not included. Some 1,043 students selected through the freshening procedure remained in the final first follow-up sample.

It should be noted that the school sample from which school contextual data (teacher and school administrator questionnaires) was collected is not identical to the school sample as used for freshening. Freshening took place at all schools at which there were NELS:88 sample members **as of the first day of the 1989-90 school year**, regardless of whether that site was the phase 1 origin school (that is, one of the 1,468 clusters containing, in total, 21,126 in-school sample members selected after phase 1 tracing) or the destination school of a transfer from a selected phase 1 school. The school sample for purposes of collecting contextual data from principals and teachers, on the other hand, comprised the 1,330 schools that represent selected clusters (as traced in phase 1) at which (1) NELS:88 sample members were still present in the 1989-90 school year, and (2) provided at least one completed student questionnaire.

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[10] For exact selection probabilities, see the *NELS:88 First Follow-Up Student Component Data User's Manual.*

3.2 Selection of Teachers

In the base year, NELS:88 schools were randomly assigned a combination of two subject areas: math-English, math-history, science-English, or science-history. (The subject combinations math-science and English-history were not used in the base year.) All of the sample members in each school were then assigned that school's subject combination. Teachers were selected based on whether they taught one of these subjects to one or more of the sample members. In the first follow-up, however, the subject areas in which teacher contextual data would be gathered for each student were largely preassigned, in that base year retained sample members were assigned the same subject combinations as in the base year. The rationale for maintaining the base year subject wherever possible was maximization of comparable longitudinal data. Thus, if a sample member was assigned the subject combination of mathematics-English in the base year, his or her mathematics and English teachers, as of the spring of 1990, were asked to complete a teacher questionnaire for the first follow-up. Freshened students who were not enrolled in the eighth grade in the base year, and hence, not assigned a subject combination previously, were assigned the subject combination of their base year "linked" partner.

Once the student sample was selected, teachers were identified through a teacher-class-student matrix called the Class Schedule Form, a school-level form which provided a record of each sample member in the school and his or her subject combination. The assignment of subject matter pairs to schools ensured that data were collected from two teachers of each student (assuming that the same teacher did not teach both subjects and that both the student's teachers chose to participate in the study).

Occasionally, a student was enrolled in more than one spring-term class in a particular subject (for example, U.S. History and Western European History). In this instance, the course in which the student had spent the most class time between the start of school and survey day was chosen; if this rule was not sufficient to eliminate all but one of the candidate classes, the class that involved the most advanced subject matter was selected. Other cases were encountered in which there was more than one teacher for a designated class (for example, team teaching arrangements). In these cases, the teacher with the greatest assigned responsibility was chosen to complete the teacher questionnaire.

In two instances it was necessary to apply subject substitution rules. First, if a given sample member was not enrolled in one or both of his or her preassigned subject areas, subjects were substituted. Second, in certain schools with large clusters of NELS:88 students, some subject substitution was sometimes instituted to reduce the burden of teachers who had eight or more students to rate. The procedures for subject substitution varied somewhat for these two cases. Figure 3-1 provides an illustration of subject substitution for high-burden teachers and for students not enrolled in a preassigned subject.

The decision rules for subject substitution attempted to maximize the number of students with two teacher reports, while maintaining when possible the pairing of mathematics or science with English or history. Thus, science was substituted for math (or the inverse was applied); likewise, English and history could be substituted for each other. However, when these subject choices were unavailable, the remaining subject was substituted. This meant that combinations such as mathematics and science or history and English were, unlike the base year, allowable in the first follow-up. In addition, some first follow-up students had only one eligible teacher; if a student was enrolled in only one of the four subject areas, only one teacher report was sought.

Since subject combinations were assigned at the school level in the base year, teacher data for each base year school reflect only one of the four possible subject pairings. Because a 1990 tenth-grade

Subject Substitution for Students Not in Assigned Subject

Original Subject	*If student does not have subject*	**First Choice Substitute**	*If student does not have subject*	**Second Choice Substitute**
Math	→	Science	→	English or History
Science	→	Math	→	English or History
English	→	History	→	Math or Science
History	→	English	→	Math or Science

Subject Substitution for High-Burden Teachers

Original Subject	*If teacher already rates seven students*	**First Choice Substitute**	*If teacher already rates seven students*	**Second Choice Substitute**	*If teacher already rates seven students*	
Math	→	Select Science teacher	→	Select History teacher	→	None
Science	→	Math	→	English	→	None
English	→	History	→	Science	→	None
History	→	English	→	Math	→	None

school might be fed by more than one 1988 NELS:88 eighth-grade school, and because of subject substitution, any combination of subjects--that is, any number of ten logically possible subject pairings--may appear at the level of any individual school in the first follow-up.

Possible student-teacher subject pairings in base year and first follow-up are as follows:

Base Year	**First Follow-Up**
English..........Mathematics	English..........Mathematics
History..........Mathematics	History..........Mathematics
Science..........History	Science..........History
Science..........English	Science..........English
	Science..........Mathematics
	English..........History
	English..........English[11]
	History..........History
	Mathematics....Mathematics
	Science..........Science

3.3 Potential Sources of Nonsampling Measurement Error: Problematic Variables

Analysis of survey error is important in understanding the potential bias in making inferences from an obtained sample to a population. Both sampling and nonsampling error contribute to total survey error. Because the first follow-up teacher sample was not representative of the population of tenth-grade teachers in 1989-90, analyses of sampling error were not performed. However, the teacher data were reviewed for overall consistency and levels of item nonresponse.

When like or similar first follow-up teacher questionnaire items were compared, they generally exhibited a high degree of internal consistency. Most inconsistencies could be removed by machine editing of the data. However, some small inconsistencies do remain in the edited data. These problematic variables are discussed below. Because, for cost reasons, planned retrieval of missing or ambiguous or inconsistent critical data for the teacher survey did not take place in the first follow-up, there is somewhat more inconsistency in the data than otherwise would have been the case.

In "Part II: Class Information" of the teacher questionnaire, one source of high nonresponse stems from disuse of the "other" category. As shown in the following table, surprisingly, the same items exhibited high nonresponse across the four different class information sections.

Item 16g is the last subitem on the questionnaire page out of a list of subitems respondents were asked to answer. Items 12d and 18i, are the last "other" subitem on the page out of a list of subitems respondents were asked to answer. It appears that respondents had difficulty seeing these last items, and the problem was exacerbated when the last subitem was an "other" response. Under this latter circumstance, responses were omitted both because some respondents did not see the subitem or believed they had answered all subitems and other respondents discounted the "other" response category.

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[11] Same-subject pairings pertain to situations in which either (a) different teachers instructed the sample member in the same subject but different courses, or (b) the same teacher instructed the sample member in two different courses of the same subject matter.

Table 3.3-1
Mean, range, and high item nonresponse for part II of the teacher questionnaire by subject area

	English	History	Math	Science
mean	9.1%	12.6%	8.7%	9.5%
range	6.3% - 52.9%	5.7% - 50.4%	3.1% - 34.4%	4.0% - 52.2%
12d	36.4%	35.0%	---	29.5%
16g	13.1%	14.3%	---	---
18i	52.9%	50.4%	34.4%	52.2%

Note: Numbers in this table reflect unweighted percentages.

Other problematic variables are items that ask about specific courses teachers instruct. These are items 20-21 for the history questionnaire (U.S. History and Western Civilization or World History), 20-25 for the math questionnaire (Algebra I, Algebra II and Geometry), and items 21-26 for the science questionnaire (Biology and Chemistry). (The English questionnaire did not inquire about specific English courses taught.) For all subject matter questionnaires, nonresponse increased slightly, but noticeably from the general class information items (2-19) to these class specific items. The increase was most noticeable in the history questionnaire where the average nonresponse on items 20-21 doubled to 17 percent from the average of 9.6 percent on items 2-19. The most logical explanation for this increase is that the format for these items did not allow for respondents to indicate they did not teach the specific course queried.

A review of response frequencies suggests that teacher respondents engage in a fairly stable pattern of nonresponding. For most of the high nonresponse items in "Part 3: Teacher Background and Activities," based on teachers' pattern of responding, it appears that when a situation does not apply, teachers simply skip the item altogether rather than indicate "no" or "not applicable" if such a response category is even present. Items high in nonresponses due to this cause are:

F1T310A1 through F1T310G2--major and minor fields of undergraduate study: Because some colleges or universities do not offer a minor field of study, for item F1T310A2-F1T310G2, minor field of undergraduate study, item nonresponse jumps to 28.8 percent from 6.7 percent for item F1T310A1-F1T310G1, major field of undergraduate study.

F1T311A1 through F1T311G2--major and minor fields of graduate study: For F1T311A1-F1T311G1, major field of graduate study, item nonresponse is 9.8 percent but for F1T311A2-F1T311G2, minor field of graduate study, item nonresponse is 46.4 percent. A graduate program is less likely than an undergraduate program to offer a minor.

F1T3_14B--number of courses taken in graduate school for most frequently taught subject: For one-half of teacher respondents, those who did not receive a graduate degree, item 14B is not applicable. Nonresponse for graduate school courses taken is 23 percent. As a point of comparison, nonresponse for undergraduate courses (F1T3_14A) taken is 9.6 percent.

F1T3_17A (full-time) and F1T3_17B (part-time)--other paying jobs in addition to duties at this school: Even when given the opportunity to indicate "not applicable--no other full-time job held", respondents skipped the response option. Nonresponse to item F1T3_17A ("another full-time job") is 42.0 percent compared to 23.2 percent for item F1T3_17B ("another part-time job").

F1T3_13--course taught most often: Nonresponse for this item is 21 percent. This item in this format did not appear in the first follow-up field test teacher questionnaire, and therefore, could not inform development of the main study instrument. As indicated by the loss of data for approximately 21 percent of respondents who gave a multiple response, many respondents teach more than one course with equal frequency. This item has been reformatted in the second follow-up teacher questionnaire--"If you have taught more than one course with the same frequency, mark all of those courses."

One additional source of imperfect consistency discovered during data cleaning involves question 23 in part three of the questionnaire. For this question, teachers were to report both hours and minutes spent on 13 school-related activities outside regular school hours. If one totals the hours and minutes across all 13 activities, 12 percent of the sample spent more than 40 hours on outside activities, 4 percent more than 60 hours and 1 percent more than 100 hours. One person reported that he/she spent 316 hours on outside activities. When a given activity is looked at in isolation, hours and minutes reported may seem plausible, but when one sums across all activities, totals sometimes become too high to be judged as accurately (or even reasonably) estimated.

Finally, users are cautioned that **teacher reports of student language minority status** (first follow-up teacher questionnaire item **F1T1_11**) should be viewed with extreme caution, if base year results can be generalized to the first follow-up. Analyses of teacher data from the NELS:88 base year suggest that eighth grade teachers often do not know when students come from a home in which a language other than English is spoken--NELS:88 eighth grade teachers tended to seriously underreport such students.[12] (Presumably, those more adept in English are the more likely to be misidentified). The discrepancy between teacher and student reports was quite large both for Hispanics and Asians. Some 27 percent of Asians were identified by at least one of their two teachers as coming from a family in which a foreign language was spoken. However, 73 percent of the Asian eighth graders indicated that they came from a family in which a non-English language was spoken. For Hispanic eighth graders, 39 percent were identified by at least one of the two surveyed teachers as coming from a language-minority household. However, 76 percent of Hispanic students reported coming from a home in which a non-English language was spoken. (Sometimes--but not often--teachers reported that a student was from a language minority household though the student indicated otherwise. One percent of Asian students and 4 percent of Hispanic were so identified.) Given the fact that high school teachers typically have many more students to teach than do middle grades instructors, there is little reason to suppose that first follow-up teacher reports of student language minority status will be notably more accurate; a thorough comparison of 1990 student and teacher reports has not, however, been conducted as of this date.

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[12] Bradby, D.S. 1992. *Language Characteristics and Academic Achievement: A Look at Asian and Hispanic Eighth Graders in NELS:88.* Washington, D.C., National Center for Education Statistics, (NCES 92-479).

IV. Data Collection

In the spring of 1990, the first follow-up survey gathered a second wave of data from the eighth-grade cohort of 1988, the majority of whom were enrolled in tenth grade, and a first wave of data from freshened students (that is, students who were enrolled in tenth grade in the spring term of 1990, but not enrolled in eighth grade in the base year). Again, as in the base year, two teachers of each sampled student and students' current school principal were asked to complete, respectively, a teacher and school administrator questionnaire. Sample members who had dropped out of school, and remained so at the time of data collection, were administered the dropout questionnaire and cognitive test battery. Self-administered questionnaires remained the principal mode of data collection for all respondent populations.

Although the data collection procedures employed in the first follow-up were modeled after those of the base year, the design of the study necessitated several activities that had not been performed previously. First, in order to select the first follow-up sample, an extensive locating effort was undertaken. Second, the base year sample was "freshened" to generate a representative sample of the tenth-grade class of 1990. Third, off-campus survey sessions, similar to those used in HS&B, were scheduled to administer the student or dropout questionnaire to sample members who were currently not enrolled in a first follow-up school at the time of data collection. And fourth, to obtain a more precise estimate of the rate of dropping out for the eighth-grade cohort of 1988, a subsample of first follow-up nonrespondents was further pursued.

Overall, data collection activities for the first follow-up survey were executed in four phases which spanned two years (see Figure 4-1). The first and second phases of the study were conducted from January to December of 1989 and involved the pre-data collection activities of securing state, district, diocese, and school permission to conduct the study, "tracing," enrollment verification, and sample freshening. Phase three, conducted from late January to July of 1990, constituted the main data collection effort. Phase four (January to June of 1991) constituted the second data collection effort. Completion rates based on sample eligibility for the NCES-sponsored first follow-up sample, including freshened students, are presented in Table 4.1-1.

Table 4.1-1
Summary of NELS:88 first follow-up completion rates

Instrument	Completed	Weighted	Unweighted
Student questionnaires	18,221	91.21%	94.18%
Student tests	17,352	94.14%[a]	95.23%[a]
Dropout questionnaires	1,043	90.97%	89.84%
Dropout tests	522	48.56%[a]	50.05%[a]
School admin. questionnaire[b]	17,663	91.97%	96.94%
School admin. questionnaire	1,291	NA	97.07%
Teacher questionnaire[c]	15,908	88.5%	88.7%

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[a] Percentages of cases for which a student/dropout questionnaire was obtained for which a cognitive test was also obtained.

[b] Indicates a coverage rate (student participants who have a completed school questionnaire).

[c] Coverage rate for student participants who have one or more completed teacher questionnaire.

Figure 4-1: First follow-up data collection phase diagram

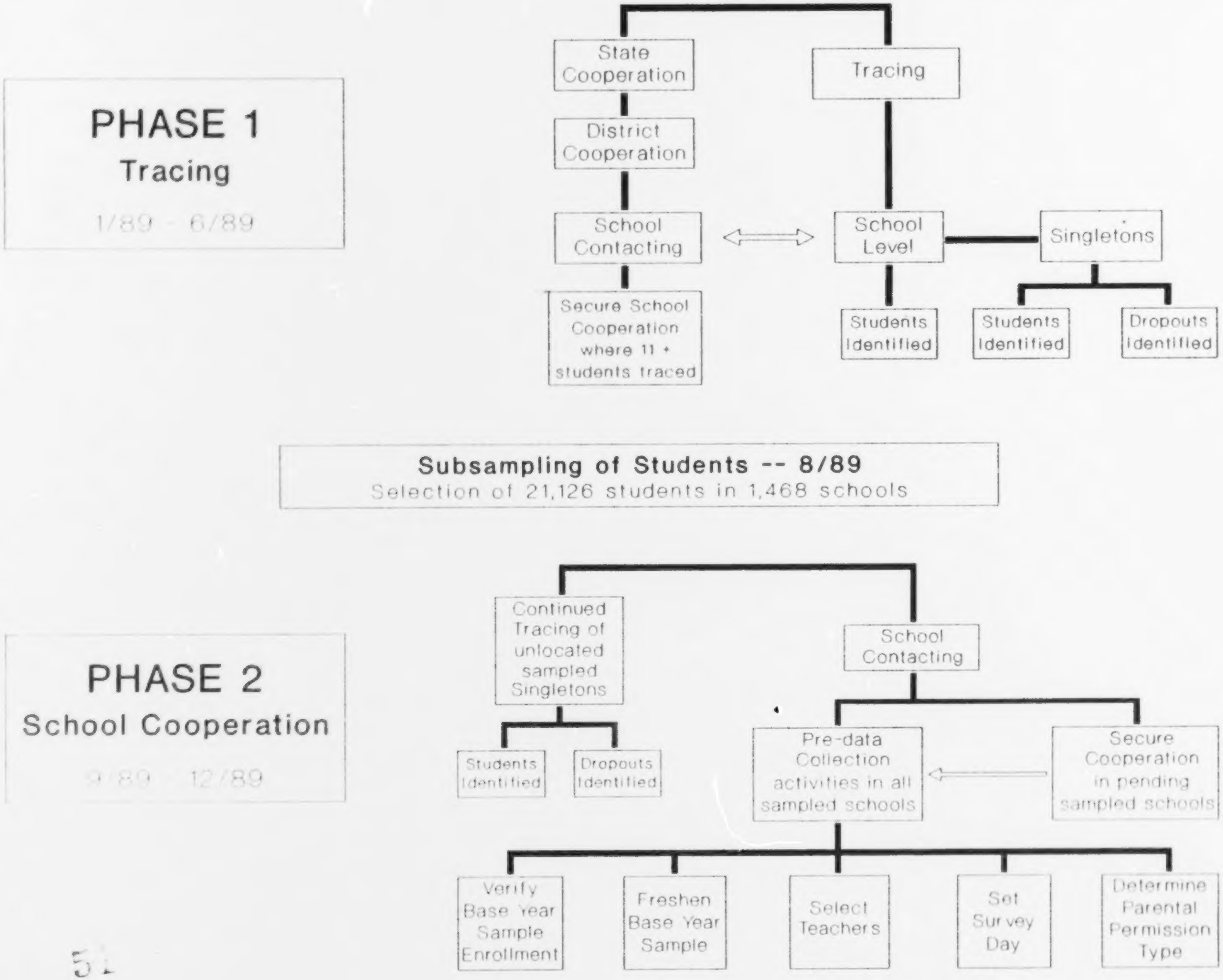
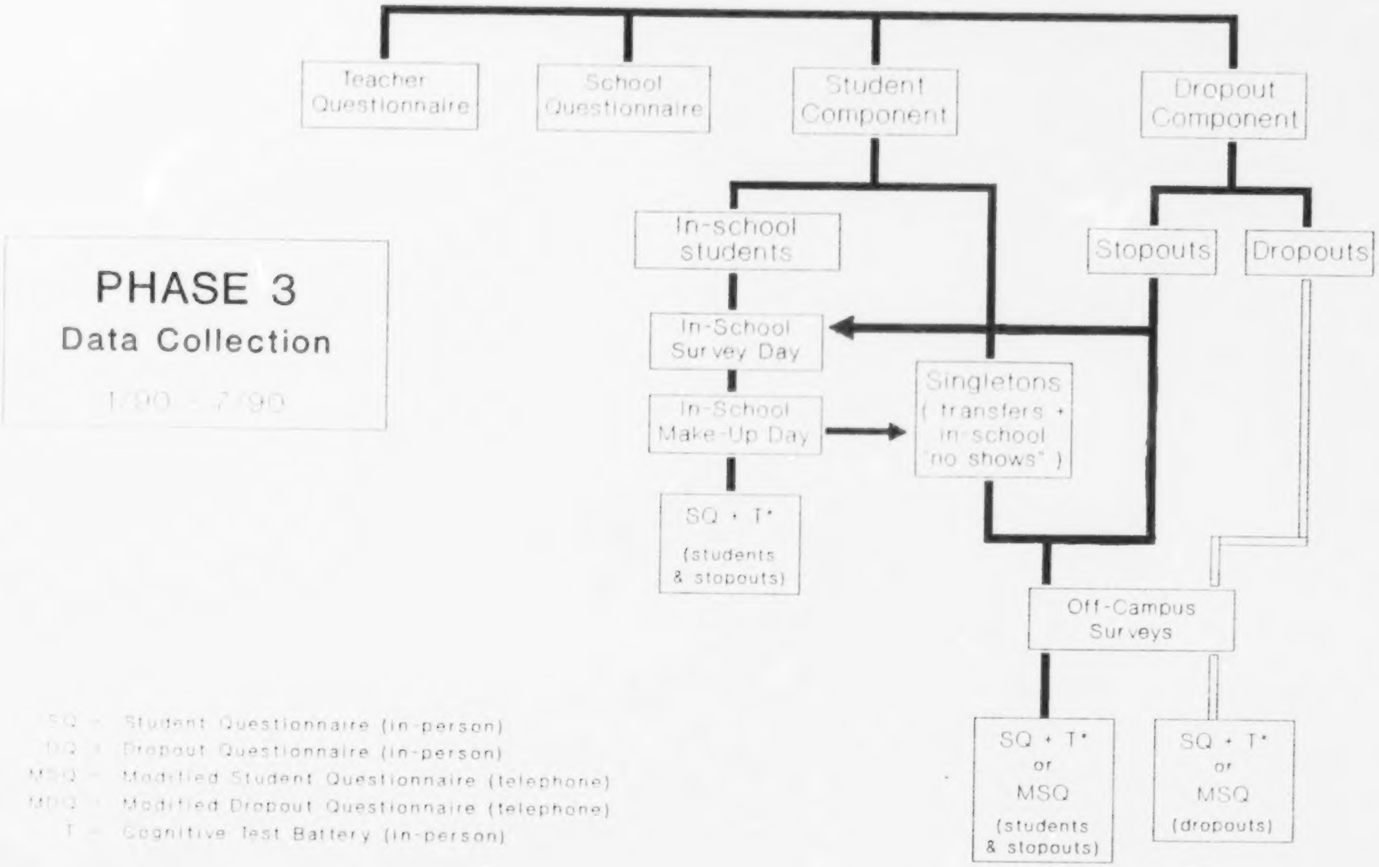

PHASE 1
Tracing
1/89 - 6/89
State Cooperation
Tracing
District Cooperation
School Contacting
School Level
Singletons
Secure School Cooperation where 11 + students traced
Students Identified
Students Identified
Dropouts Identified
Subsampling of Students -- 8/89
Selection of 21,126 students in 1,468 schools
PHASE 2
School Cooperation
9/89 - 12/89
Continued Tracing of unlocated sampled Singletons
School Contacting
Students Identified
Dropouts Identified
Pre-data Collection activities in all sampled schools
Secure Cooperation in pending sampled schools
Verify Base Year Sample Enrollment
Freshen Base Year Sample
Select Teachers
Set Survey Day
Determine Parental Permission Type

Figure 4-1 (cont.): First follow-up data collection phase diagram


PHASE 3
Data Collection
1/90 – 7/90
Teacher Questionnaire
School Questionnaire
Student Component
Dropout Component
In-school students
Stopouts
Dropouts
In-School Survey Day
In-School Make-Up Day
Singletons (transfers + in-school "no shows")
SQ + T*
(students & stopouts)
Off-Campus Surveys
SQ + T* or MSQ
(students & stopouts)
SQ + T* or MSQ
(dropouts)
SQ = Student Questionnaire (in-person)
DQ = Dropout Questionnaire (in-person)
MSQ = Modified Student Questionnaire (telephone)
MDQ = Modified Dropout Questionnaire (telephone)
T = Cognitive Test Battery (in-person)

* Cognitive Test administration attempted at all in-person survey sessions

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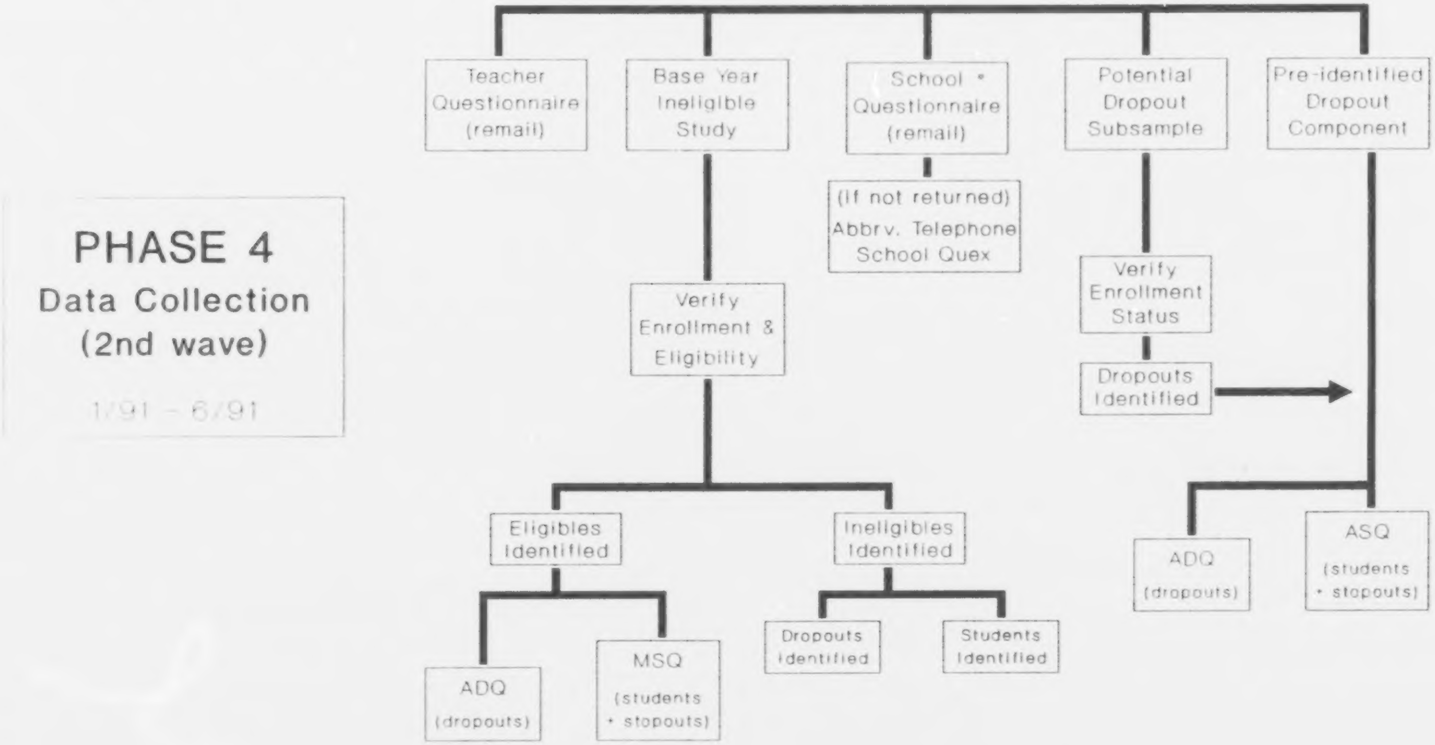
Figure 4-1 (cont.): First follow-up data collection phase diagram


PHASE 4
Data Collection
(2nd wave)
1/91 - 6/91
Teacher Questionnaire (remail)
Base Year Ineligible Study
School * Questionnaire (remail)
(If not returned) Abbrv. Telephone School Quex
Potential Dropout Subsample
Pre-identified Dropout Component
Verify Enrollment & Eligibility
Verify Enrollment Status
Dropouts Identified
Eligibles Identified
Ineligibles Identified
ADQ (dropouts)
MSQ (students + stopouts)
Dropouts Identified
Students Identified
ADQ (dropouts)
ASQ (students + stopouts)

MSQ = Modified Student Questionnaire (telephone)
ASQ = Abbreviated Student Questionnaire (telephone or in-person)
ADQ = Abbreviated Dropout Questionnaire (telephone or in-person)

4.1 Pre-Data Collection Activities

Pre-data collection activities spanned Phases 1 and 2 of the study. Conducted from January to June of 1989, Phase 1 of the first follow-up survey encompassed the pre-data collection activities of tracing sample members to their 1990 anticipated school of attendance, and securing state, district, and school permission to conduct the study. Phase 2 took place from September to December of 1989. After tracing was completed and the first follow-up student sample was finalized, all first follow-up schools were contacted again in the fall of 1989 to re-verify student enrollment, freshen the core and state augmentation student samples, schedule Survey Day sessions, and for small cluster size schools (i.e., schools with fewer than 11 sample members), secure permission to conduct the study.

4.1.1 Tracing

Since the vast majority of the base year sample would change schools between eighth and tenth grades, an extensive student tracing effort was undertaken. The primary purpose of tracing was to locate and define the first follow-up student sample and its associated schools. As described in Chapter III, selection of the student sample (through which first follow-up schools were selected) was based on sample member clustering, with the objective of selecting approximately 21,500 base year sample members while restricting the number of schools in which survey sessions would be conducted to roughly 1,500. In order to draw the first follow-up sample it was, therefore, necessary to definitively identify sample member clustering within the 3,362 schools to which base year sample members reported they would matriculate. Specifically, tracing was accomplished through sample members' base year reported 1989-1990 school of attendance, and involved contacting schools directly and verifying sample members' enrollment. A second purpose of tracing was to serve as a beginning point for measuring the fluid process of dropping in and out of school.

Tracing began in the base year through a student questionnaire item that asked respondents to name, in order of probability, the two schools they were most likely to attend during the 1989-1990 academic year. From March 1 to June 30 of 1989, field interviewers conducted on-site verification of enrollment at 1,662 schools which were nominated by three or more base year sample members as being the school they would most likely attend. If a sample member was not enrolled at his or her first choice school, interviewers contacted, in order of the likelihood of attendance, the sample members' second choice school, the school most frequently named by his or her eighth-grade classmates (called the modal school), if different from the sample members first and second choice schools, and finally, the sample member at home.

Of the 24,599 base year respondents, 92 percent (N=22,631) nominated a school that at least three other respondents also nominated. The remaining respondents who reported attending a school that fewer than three base year sample members attended (N=1,968) and base year nonrespondents (N=1,833) were mailed a postage paid return postcard which asked them either to confirm whether the school they had nominated was the school they were actually attending, or to provide the name and address of the school they would be attending in the 1989-90 school year. After 18 weeks of tracing, 99 percent (N=26,211) of the entire base year sample (N=26,432) had been located.

4.1.2 Securing District/Diocese and School Cooperation

A second activity occurring simultaneously with tracing was contacting and securing the cooperation from schools (as well as their states and districts or dioceses) enrolling 11 or more sample members.[13] The first step, prior to contacting state and district or diocesan officials, was to gain endorsement of the study from key educational organizations. Approval for the first follow-up survey was requested and obtained from the Education Information Advisory Council (EIAC) of the Council of Chief State School Officers, the National Catholic Education Association (NCEA), and the National Association of Independent Schools (NAIS). Endorsements were received as well from the American Association of School Administrators (AASA), the National Association of Secondary School Principals (NASSP), and the National School Boards Association (NSBA).

For public schools, the Chief State School Officer of each state was first contacted, then the District Superintendent of each district that oversaw a school in which a NELS:88 sample member was enrolled was contacted. At both the state and district levels, officials were informed of the study's purpose, data collection procedures, and future tracing activities. The same contacting procedures were follow with private schools if they also were organized into an administrative hierarchy, such as Catholic school dioceses.

Table 4.1-2 summarizes the results of district or diocese and school contacting. The final first follow-up core sample was enrolled in 1,109 public and 249 Catholic or other private schools which fell under the jurisdiction of 885 districts and diocese. Of the 885 districts and diocese contacted, 99.2 percent (*N*=878) agreed to participate in the study. School contacting proved equally successful with 99.2 percent (*N*=1,347) of the 1,358 eligible first follow-up schools granting permission for the first follow-up to be conducted in their school.

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[13] Prior to tracing, a frequency distribution of student cluster sizes showed that approximately 75 percent of the base year respondents attended a school enrolling 11 or more sample members. As part of the sampling strategy, it was deemed, a priori, that these 18,103 students and their associated 856 schools would be sampled with certainty. As such, only principals of schools with student cluster sizes of 11 or more (i.e., certainty schools) were asked during the spring of 1989 to participate in the study. After tracing, and identifying sample member clustering, sample members who were enrolled in schools with cluster sizes ranging from 1 to 10 were the selected. In the fall of 1989, the principal's of selected schools were asked to participate in the study.

Table 4.1-2
Summary of NELS:88 first follow-up district/diocese and school contacting

	Eligible Sample[a]	Agreed to Participate	Cooperation Rate
District/Diocese Contacting:			
Public	827	820	99.2%
Catholic/ Other Private	58	58	100.0%
School Contacting:			
Public	1,109	1,100	99.2%
Catholic/ Other Private	249	247	99.2%

[a] Of the 1,468 phase 1 (initially) subsampled schools, at the end of phase 2 of the study, just 1,358 had at least one core sample member still enrolled.

4.1.3 Pre-Survey Day Activities

In the fall of 1989, NORC field interviewers personally visited all 1,468 first follow-up core schools identified after subsampling.[14] During this visit, interviewers first asked school principals to appoint a school coordinator who would serve as a liaison between the school and NORC, and assist interviewers with such activities as sample freshening, distribution and collection of survey materials, and verification of student enrollment. Principals were also asked to schedule a Survey Day and Make-Up Day date sometime between February 1 and June 30, 1990. During this same visit, interviewers re-verified students' enrollment, and gathered additional locating information, such as a new home address or name of new school, for students who were no longer enrolled in the school.

Another major activity conducted during this visit was sample freshening. At all schools enrolling a sample member on the first day of the school year, the core sample was augmented to obtain, collectively, a representative sample of the tenth-grade class of 1990. Note that the number of schools in which freshening occurred was not the same as that in which other pre-survey day activities took place. In some cases, a non-sampled school was included in the freshening sample when a core student transferred to it, and a sampled school was excluded if a student transferred out of the school before or after the first day of the school year (only if that student was the only core sample member in that school). In all but approximately one-third of the 1,468 schools (N=544), interviewers were able to set Survey Days, re-verify enrollment and freshen the sample in one visit. For the remaining third, a second visit was needed to complete the fall pre-data collection activities.

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[14] This number includes School Effects Augmentation (SEA) schools which are also "core" sample schools. That is, 248 first follow-up schools in the 30 largest MSAs were selected as SEA schools. In these schools, the first follow-up core sample was augmented to obtain a student sample representative of that particular school.

4.2 First Follow-Up Data Collection Activities

First follow-up data collection followed phase 1 and 2 activities of tracing and securing cooperation, and was also undertaken in two phases: phase 3 (January to July, 1990) and phase 4 (January to June, 1991). In phase 3, data were collected for all first follow-up components: student, dropout, teacher, and school administrator. In order to derive a more precise dropout rate for the 1988 eighth-grade cohort, a second data collection effort (phase 4) was undertaken in the spring of 1991. At that time, the populations of sample members previously identified as dropouts, and those who potentially may have been dropouts[15] were subsampled, pursued, and administered either an abbreviated student or dropout questionnaire (depending upon school enrollment status) either over the telephone or in-person. In addition, data were collected for nonresponding teachers and school administrators in phase 4.

4.2.1 Student Survey and Cognitive Tests

In-School Survey Sessions. From January 26 to June 30, 1990, in-school survey sessions or "Survey Days" were held in all core schools still enrolling first follow-up sample members. On Survey Day, two NORC field representatives, a "team leader" and clerical assistant, supervised sampled students as they completed the survey instruments during a three hour long session.

After sampled students were assembled in the Survey Day venue, which was usually a classroom or library, the team leader took attendance and checked for outstanding parental permission forms. Students in each session were then instructed to first complete a self-administered new student supplement, if they received one,[16] and a student questionnaire. A ten-minute break followed during which time NORC field staff reviewed participants' questionnaires for completeness (i.e., checked for missing or illegitimate multiple responses to single-response critical items). Immediately following the break, students were administered an 85-minute cognitive test battery. The test consisted of four timed sections covering the subject areas of mathematics, reading, science, and social studies (history/citizenship/geography). Upon completion of the cognitive test battery, a second attempt was made to retrieve missing (or inappropriately marked) questionnaire items before students left the classroom.

At the close of Survey Day, NORC field staff made arrangements for a Make-Up Day to be held for first follow-up sample members who did not participate in the survey session. If five or fewer students did not participate, the school coordinator was asked to supervise Make-Up Day.[17] If more than 5 students were scheduled, or the school coordinator was unavailable to conduct Make-Up Day, the NORC team leader returned to the school to conduct the session. An average in-school participation rate of 96 percent was achieved for the longitudinal (eighth-grade cohort) student sample.

Off-Campus Survey Sessions. Off-campus survey sessions were initially planned as a method for surveying dropouts and students who were enrolled in schools that had refused to participate in the study or who had transferred to a school outside the original set of first follow-up schools. However, if a student who had missed both Survey Day and Make-Up Day resided close to the site of an off-campus session, he or she was also invited to attend. Off-campus survey sessions were held from April 1 to July 27, 1990.

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[15] Sample members who had missed both Survey Day and Make-Up Day, or who were no longer enrolled in their phase 3 school and remained unlocated.

[16] Base year nonrespondents and freshened students received a new student supplement which elicited basic demographic information collected in the base year but not in the first follow-up.

[17] To ensure confidentiality, school coordinators were prohibited from reviewing the student questionnaires for completeness.

NORC field staff contacted qualified students by telephone and invited them to take part in an off-campus survey session. Students were reimbursed (up to $20) for travel expenses to and from the survey sites. Sessions were conducted using procedures as similar as possible to those of on-campus sessions, and were typically scheduled in a public library or community association meeting room. Field staff scan-edited completed questionnaires during the testing period and attempted to obtain missing or incomplete data before participants left the sites. If a sample member was unable to attend an off-campus group survey session, he or she was surveyed either in-person or over the telephone. Because the off-campus sessions typically involved only one to three participants, these administrations were handled by a single survey representative.

4.2.2 Dropout Survey and Cognitive Tests

In the initial data collection period, team leaders administered the dropout questionnaire and cognitive tests to cohort dropouts during off-campus group administration sessions. Team leaders were instructed to procure sites for these sessions that approximated as closely as possible the characteristics necessary for a Survey Day room; off-campus sessions were conducted in public libraries, community centers, and similar locations.

In off-campus survey sessions, team leaders followed the same procedures as for in-school sessions. Attendance was taken; permission was checked; in-school scripts and instructions were read; instruments were administered with the precise timing of an in-school session; and critical items were edited and retrieved. Dropouts attending off-campus sessions were reimbursed (up to $20) for travel expenses at the end of the session. This reimbursement was not a payment for participation. If possible, dropouts were invited to the same off-campus sessions as in-school students. In a few cases, however, it was preferable to administer the survey in a sample member's home. A home site off-campus administration was held when only one respondent in a particular area was eligible for an off-campus administration, the home environment was suitable, and a more desirable site was unavailable or inaccessible to the respondent. Team leaders followed the same procedures as for in-school and central site off-campus administrations. Respondents participating in home administrations did not receive the $20.00 reimbursement for travel expenses.

Quality control procedures for the dropout questionnaire were very similar to those employed in Survey Day sessions. During the test administration, the team leader edited the dropout questionnaires, checking that critical items were completed in full. If data were missing, the team leader attempted retrieval at the sample member's work area when he or she had completed a test section. At the end of the testing session, sample members were instructed to close and hand in their test booklets. Any sample members with items yet unretrieved were asked to stay for a few minutes after the session.

During phase 4, the initial data collection plan for dropouts was modified slightly. For the phase 4 screening of the 50 percent subsample of nonresponding students, telephone interviewers verified enrollment for all cases. If a sample member was identified as a cohort dropout, he or she was administered an abbreviated version of the dropout questionnaire over the telephone. Conversely, if a sample member was identified as a stopout, he or she was administered an abbreviated student questionnaire. If the sample member was a student, he or she was not surveyed.[18] Since the abbreviated questionnaire gathered primarily objective behavioral information, such as sample member's address, enrollment status, and basic background information (sex, race/ethnicity), interviewers were allowed to conduct a telephone interview with a proxy.[19] Proxy administrations were used as a "last-resort" method of acquiring enrollment data on dropouts.

Nonrespondents for whom no telephone number was available were pursued, screened, and surveyed in person. Again, in-person interviews took place with an abbreviated version of the dropout (or student) questionnaire and were conducted with either the sample member or a proxy. The other category of sample members pursued during this time--sample members who were previously identified as dropouts--were surveyed in the same manner as nonresponding students. For both categories of sample members surveyed during phase 4, cognitive tests were not administered given the date of this second effort--some six months to one year after the initial data collection effort. Incentives of up to $20 for completing an abbreviated interview were offered to sample members interviewed during this second data collection effort.

4.2.3 Teacher Survey

Pre-data collection activities for the teacher survey occurred during phase 3 of the study and overlapped with student and dropout data collection. Beginning in January, NORC interviewers were instructed to complete a Class Schedule Form (CSF) for every eligible school in their assignment. The purpose of the CSF was to identify specific classes of each sample member, and the teachers who taught those classes. Class schedule forms were completed using both telephone and in-person methods, depending on the student cluster in each school. If there were five or fewer sampled students in a school, the information was collected from the school coordinator over the telephone. If more than five sample members were enrolled in a school, the interviewer completed the CSF at the school.

Class schedule forms were completed, and teachers selected on a flow basis, depending on survey day schedules. The first batch of completed forms (for schools with survey days in February) were mailed back to NORC's central office in January and data entered; lists of selected teachers were produced in February. As teachers were being selected for the first group of schools, class schedule forms were being completed by interviewers at the second group of schools, so that there was almost continuous case flow between field interviewers and the central office.

Once teachers were selected, approximately two weeks prior to the school's Survey Day, teacher packets were mailed to the school coordinator. Each packet contained a teacher questionnaire, cover letter, and study brochure. Teachers were instructed to complete the questionnaire and return it to the school coordinator on or before the school's Survey Day. If a teacher was unable to return the questionnaire to the school coordinator by the desired date, he or she was instructed to mail the completed questionnaire directly to NORC in the enclosed prepaid envelope.

The school coordinator was instructed to collect all completed teacher questionnaires by the date of the school's survey session, so that the NORC representative could mail them along with the completed student questionnaires. The role of the NORC interviewer was to work with the school coordinator to monitor the completion of the questionnaires and prompt any nonresponding teachers.

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[18] For cost reasons, only dropouts and stopouts were interviewed during phase 4.

[19] The first follow-up defined proxies as friends, relatives, or acquaintances who could verify dropout status and provide sample member address information.

Any nonresponding teachers remaining at the close of the initial data collection period were pursued during the second data collection effort. In January of 1991, the full version teacher questionnaires were mailed to 2,671 nonrespondents. As in the initial data collection period, the questionnaires were mailed to the school coordinator at the nonresponding teacher's school. Unlike the first data collection attempt, however, school coordinators were not responsible for collecting the questionnaires. In the event that the teacher was no longer at the school, the school coordinator was asked to either call NORC, or return the packet in the prepaid envelope with a note stating that the teacher was no longer there. Follow-up procedures, such as a remail or telephone prompt, were not undertaken.

To ensure comparability of data across the two data collection periods, teachers were instructed to complete the questionnaire with respect to the first follow-up sample members who were enrolled in a particular class in the spring term of 1989-90 school year.

4.2.4 School Administrator Survey

In the spring of 1990, the chief administrators (or their designees) of all schools with first follow-up sample members still in attendance were asked to complete a self-administered school administrator questionnaire. Approximately two weeks prior to a school's Survey Day, the school coordinator distributed the school administrator questionnaire along with a cover letter and study brochure to the principal of the school. In the cover letter, the principal was instructed, if possible, to return the completed instrument to the school coordinator on or before Survey Day, at which time the NORC survey representative would collect it. Administrators who were unable to complete their questionnaire by Survey Day were instructed to return it to NORC in the prepaid business envelope that was provided. At the close of the initial data collection period, 77 percent of eligible school administrators had completed a questionnaire.

A mixed mode follow-up to collect key items from administrators who failed to return a completed questionnaire was undertaken in the second data collection effort. Specifically, in mid-November of 1990, the original version of the school administrator questionnaire was mailed to 338 nonrespondents. The remail accounted for an additional four percent of the completed cases ($N=57$). If a case was still outstanding two weeks after the remail, interviewers contacted the school principal by telephone and attempted to complete an abbreviated telephone interview. The telephone follow-up accounted for an additional 250 questionnaires and brought the response rate up to 97 percent. Including both original (self-administered) and abbreviated (telephone interview) versions, 21 percent of the school administrator questionnaires were collected during the second data collection effort.

4.3 First Follow-Up Data Collection Results

Tables 4.3-1 and 4.3-2 summarize data collection results for the NELS:88 first follow-up survey. All completion rates have been derived based on eligible sample members only. That is, for these tables, completion rates are calculated as the number of completed interviews divided by the number of in-scope sample members. Also, note that the first follow-up student/dropout sample constitutes the basic unit of analysis and that all other samples--school administrators and teachers--are defined in relation to participating sample members.

Unlike the completion rates reported for the base year student and first follow-up dropout components, weighted completion rates for the first follow-up student component, as well as the school and teacher coverage rates, are lower than their corresponding unweighted rates. This is primarily due to subsampling and the fact that subsampled groups with higher weights participated at a lower rate.

Table 4.3-1 presents statistics for the first follow-up full cross-sectional sample, which includes both base year retained and freshened sample members. The statistics are reported with respect to four study components--student, dropout, teacher, and school--and selected sample member and tenth-grade school characteristics. As shown, the weighted teacher questionnaire coverage rate for students who have one or more completed teacher questionnaires is 81 percent. In order to inform users of the full extent of student-teacher data coverage, this coverage rate was calculated based on all student participants (*N*=18,221), both those eligible and ineligible for the teacher survey. By design, no teacher or school administrator data were collected for students who transferred out of originally selected first follow-up schools. When transfer students are taken out of the denominator (*N*=17,924), the weighted coverage rate for students with one or more teacher questionnaires is 88.5 percent. The unweighted coverage rate is 88.7 percent. The school administrator survey coverage rate with transfer students excluded is 97.5 percent weighted and 98.0 percent unweighted.

Table 4.3-2 displays summary completion rate statistics for panel student members (those who participated in both the base year and first follow-up) by selected student and eighth-grade school characteristics. Both base year and first follow-up teacher questionnaire data were collected for 78 percent of panel students; for almost 99 percent of panel students, either base year or first follow-up teacher data is available.

Table 4.3-1 NELS:88 first follow-up completion rates (10th grade cross-section) by sample eligibility

	Student questionnaire Completion rates		Student 10th grade test[a] Completion rates		Dropout questionnaire Completion rates		Dropout 10th grade test[b] Completion rates		School questionnaire[c] Completion rates		Teacher questionnaire[d] Completion rates	
	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted
Total	91.09	94.10	94.14	95.23	90.97	89.84	48.56	50.05	91.97	96.94	80.51	87.31
Participated	18,221		17,352		1,043		522		17,663		15,908	
Selected	19,363		18,221		1,161		1,043		18,221		18,221	
School type[e]												
Public	91.66	94.38	94.34	95.39	NA	NA	NA	NA	93.20	97.28	81.75	87.94
Catholic	97.53	97.62	95.22	97.05	NA	NA	NA	NA	88.95	95.22	78.37	86.99
Other private	89.51	93.27	91.64	93.53	NA	NA	NA	NA	82.77	97.89	67.85	83.87
Urbanicity[e]												
Urban	90.36	93.64	92.29	93.53	NA	NA	NA	NA	90.95	96.90	75.76	83.46
Suburban	92.25	94.53	94.80	95.91	NA	NA	NA	NA	92.97	97.19	83.08	89.07
Rural	93.31	95.73	95.91	96.66	NA	NA	NA	NA	94.17	98.11	84.08	90.12
Region[e]												
Northeast	91.84	93.26	93.57	94.32	NA	NA	NA	NA	93.83	96.87	80.73	84.34
South	93.09	95.78	94.68	96.12	NA	NA	NA	NA	91.43	97.18	81.86	90.24
North Central	93.60	95.42	97.22	97.45	NA	NA	NA	NA	94.70	98.58	84.88	90.80
West	87.46	92.02	90.02	92.08	NA	NA	NA	NA	90.17	95.80	74.65	81.52
Ethnicity												
Asian/PI	90.71	92.96	93.59	94.64	70.37	75.00	23.77	28.57	94.63	97.28	77.17	82.65
Hispanic	88.32	92.75	90.18	92.54	91.72	87.64	43.81	50.22	89.46	94.39	71.66	79.51
Black	88.85	93.89	92.13	94.02	89.02	87.10	39.41	48.77	87.92	95.88	75.15	84.72
White	93.56	95.69	95.14	96.02	93.78	94.06	55.26	52.39	92.95	97.55	83.12	89.69
Am. Indian	88.46	92.15	97.78	97.76	88.62	83.33	40.46	36.00	93.65	97.31	75.86	85.20
Refused/Missing	28.92	35.52	80.40	80.43	66.25	62.86	27.72	31.82	NA	NA	NA	NA

[a] 10th grade cognitive test coverage rate for each student who has completed a student questionnaire.

[b] 10th grade cognitive test coverage rate for each dropout who has completed a dropout questionnaire.

[c] Coverage rate for each participating student who has a completed school questionnaire.

[d] Coverage rate for each participating student who has one or more completed teacher questionnaires.

[e] Refers to 10th grade school.

Table 4.3-2 NELS:88 *combined* base year and first follow-up completion rates (panel members) by sample eligibility for the student (only), school, and teacher surveys

	Student questionnaire (Both BY and 1F) Completion rates		School questionnaire[a] (Both BY and 1F) Completion rates		School questionnaire[a] (BY and/or 1F) Completion rates		Teacher questionnaire[c] (Both BY and 1F) Completion rates		Teacher questionnaire[c] (BY and/or 1F) Completion rates	
	Weighted	**Unweighted**	**Weighted**	**Unweighted**	**Weighted**	**Unweighted**	**Weighted**	**Unweighted**	**Weighted**	**Unweighted**
Total	92.57	95.41	90.59	95.68	99.88	99.91	77.73	84.06	98.63	98.82
Participated	16,659[b]		15,939		16,644		14,004		16,463	
Selected	17,461		16,659		16,659		16,659		16,659	
School type[c]										
Public	92.19	95.36	91.45	95.58	99.86	99.89	79.33	85.30	98.73	99.04
Catholic	95.19	96.07	87.77	95.75	100.0	100.0	73.21	77.40	97.85	97.44
Other private	94.83	95.24	81.11	96.40	100.0	100.0	62.10	78.65	97.79	97.80
Urbanicity[c]										
Urban	90.68	94.37	85.08	93.50	99.83	99.74	72.65	80.81	98.16	98.18
Suburban	92.10	94.86	90.25	95.03	99.82	99.94	80.58	85.89	98.74	99.01
Rural	94.83	97.02	95.51	98.32	100.0	100.0	80.87	85.21	99.28	99.53
Region[c]										
Northeast	92.88	94.44	91.52	95.57	99.96	99.97	75.54	75.75	98.07	98.29
South	93.58	96.57	90.36	95.98	99.85	99.97	80.39	89.54	99.20	99.78
North central	94.34	96.18	92.47	97.84	99.77	99.75	81.66	87.56	98.99	99.32
West	88.01	93.31	87.26	92.28	99.99	99.97	72.54	78.78	97.73	97.10
Ethnicity										
Asian/PI	90.74	94.03	90.06	93.85	99.90	99.90	74.75	79.33	98.91	98.56
Hispanic	88.77	93.65	85.89	91.30	99.64	99.80	67.03	74.71	95.23	97.07
Black	87.92	93.56	86.03	94.56	99.94	99.94	71.29	81.81	97.45	98.79
White	94.16	96.17	91.99	96.73	99.89	99.92	80.51	86.44	99.28	99.15
Am. Indian	86.69	91.33	91.58	95.53	100.0	100.0	76.90	80.45	98.84	98.32
Refused/Missing	78.10	91.67	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Minority schools[d]										
Schools with more than 19% minority students	85.13	92.89	85.35	89.52	NA	100.0	NA	NA	NA	NA
Schools with less than 19% minority students	93.39	95.67	91.12	96.31	NA	99.00	NA	NA	NA	NA

[a] School questionnaire coverage rate for each student who has completed a BY student questionnaire and 1F student questionnaire.

[b] PANEL students only (student who completed a BY and 1F student questionnaire).

[c] Coverage rate for panel students with one or more completed teacher questionnaires.

[d] Refers to 8th grade schools.

V. Data Preparation and Processing

This chapter describes the procedures used to transform responses from first follow-up questionnaires into a data file. To efficiently accommodate the large number of documents, the teacher questionnaires were optically scanned. Several procedures were implemented to prepare these documents for optical scanning, including monitoring the receipt of completed questionnaires, editing and coding certain questionnaire items, and preparing the documents for microfilming. For budgetary reasons, retrieval of critical items was not attempted for the teacher component of the first follow-up.

Data processing activities spanned the entire length of the NELS:88 first follow-up survey, beginning with tracing, securing school cooperation, and teacher selection, through receipt control and machine editing, and ending with the preparation of public release data files and user documentation.

5.1 Monitoring and Receipt Control

Tracking and receipt of questionnaire data for all respondent populations was accomplished through the NORC Survey Management System (SMS). The SMS for the teacher component was accessible through the teacher ID, and contained information on the status of each selected teacher's questionnaire. Teacher disposition codes were used to track completion rates of the teacher sample during data collection. Once a teacher questionnaire was returned to NORC, receipt control clerks reviewed the document and assigned, then entered into the SMS, appropriate disposition codes which identified the status of each teacher questionnaire in the sample. At the time of entry, the SMS generated and automatically entered the date that the completed questionnaire for each case was received.

At the end of the data collection period, the SMS file of disposition codes was merged with the scanned or keyed data to identify discrepancies in IDs or final status. In most cases, it was possible to resolve such discrepancies by referring to the hardcopy of the documents.

5.2 In-house Editing and Coding

The next step was to edit the teacher locator page for legibility and remove the page from the rest of the questionnaire. Any discrepancies between teacher names were reconciled using a list, produced from the SMS, of teachers and their corresponding IDs. If a different name appeared on the locator pages than on the list of teacher IDs, coding supervisors attempted to resolve the problem, either by correcting a misspelled name, or by determining if the name on the SMS list was incorrect.

Questionnaires were then edited and coded for completeness. Some blank questionnaires were considered temporary teacher refusals. Other blank questionnaires, in which the teacher clearly wrote that he or she had never taught either the course or the student specified, were separated, and the teacher disposition code changed to reflect an ineligible status. Completed questionnaires were then checked for stray marks and separated by subject area.

5.3 Data Entry and Archival Storage

When editing was completed, the respondent locator pages were separated from the rest of the instrument and filed in locked cabinets in a locked and secured room. Data entry for the remaining part of the teacher questionnaire was performed through an optical mark reading procedure. Optical mark reading was conducted by NORC's subcontractor, Questar Data Systems, Inc., which received the questionnaires in batches for processing. Questar also arranged to have questionnaires photographed onto microfilm. Once the questionnaires were scanned and photographed, they were destroyed and the rolls of microfilmed questionnaires were returned to NORC for archival storage.

5.4 Optical Scanning

With the exception of the teacher locator section, NORC used the optical mark read (OMR) method of data conversion for the first follow-up teacher questionnaires. Teacher materials were optically scanned using equipment that read darkened ovals or marks on the page. The scanning subcontractor conducted extensive tests and checks of the machine's ability to correctly read the darkened ovals. To check the accuracy of data conversion, the scanning programs were tested in two ways: through use of dummy questionnaires specifically designed to detect scanning errors or problems, and by running a substantial number of real documents through the system. Final data from the first batch of questionnaires scanned were carefully checked against the original documents to assure that complete accuracy had been attained.

5.5 Machine Editing

Conventions for editing, coding, error resolution, and documentation adhered as closely as possible to the procedures and standards previously established for HS&B and NLS-72.

After the scanning contractor completed teacher data conversion and supplied NORC with a raw data tape, the combination of machine editing and visual inspection of the output began. The tasks performed included: resolving inconsistencies between filter and dependent questions, supplying the appropriate missing data codes for questions left blank, detecting illegal codes and converting them to missing data codes and investigating inconsistencies or contradictions in the data. Variable frequencies and crosstabulations were inspected before and after these steps to verify the correctness and appropriateness of the automated machine editing processes.

Inconsistencies between filter and dependent questions were resolved in the machine editing process. In most instances, dependent questions that conflicted with the skip instructions of a filter question contained data that, although possibly valid, were superfluous. For instance, respondents sometimes indicated "no" to a filter question and then continued to answer "no" to subsequent dependent items. When a filter question indicated that subsequent questions(s), should have been skipped, the subsequent dependent questions were set to a value of legitimate skip with one exception. In the exception, if the dependent questions were answered in a manner that was inconsistent with the filter but consistent within the dependent items, the filter was back edited (changed) and made consistent with the dependent responses. If a multiple response or no answer was given to a filter question, the question was assigned an appropriate reserve code ("6", "7" or "8") and all subsequent questions that might have been skipped were processed as if the respondent should have answered them.

The frequency with which responses were recoded to legitimate skip for each skip pattern was closely monitored. Frequency distributions of responses before and after editing were inspected. All filter questions and their respective dependent items were displayed in crosstabulations so that staff could verify the correctness of the recoding.

After improperly answered questions were converted to blanks, the teacher data were passed through a second step in the editing program that supplied the appropriate reserve codes for blank questions. Where a value was not provided by the respondent, a reserve code fills the field. These codes are as follows:

6=MULTIPLE RESPONSE
7=REFUSAL
8=MISSING
9=LEGITIMATE SKIP

If the field is longer than one column, the right-hand column contains one of the above codes and the rest of the columns are filled with "9"s.

Detection of out-of-range codes was completed during scanning or data entry for all questions except those permitting an open-ended response. Questions with multiple response were checked by verifying the data in the questionnaire microfilm.

5.5.1 Linking Student, Class, and Teacher Data

Two primary problems were encounted when teacher class information was linked to students. The first problem occurred when the teacher neglected to provide the student or class identifier. The second type of problem occurred when the teachers erroneously recorded a student or class identifier.

Attempts to reconcile or clean missing or erroneously recorded identifier information were handled in the following manner: If there was only one student or class expected for a teacher, any identifier problem was ignored, and the expected identifier was used. If there was more than one student/class expected and no identifiers were provided, it was assumed that the teacher followed the instructions and the data were recorded in the correct column position in the qeustionnaire. That is, the position of the identifier information as recorded by the teacher in the teacher questionnaire was used to determine the student/teacher or class/teacher link. (See question 1 in Part I of the teacher questionnaire for instructions on expected position of responses.)

If there was more than one student/class expected and erroneous identifiers were provided, student and class data linking problems were handled differently. In the case where several students were involved, the questionnaire was reviewed on microfilm and student initials were checked. (Teachers were instructed to record both the student's numerical identifier and initials in each column.) If this did not resolve the problem, all student data for the teacher were inspected and the data were linked or assigned to a student based upon the pattern (column location) of other student data gathered through the questionnaire. For class data, if the identifiers were compared in the aggregate and no pattern could be established, the class data were eliminated.

5.6 Data File Preparation

The conventions used to assign SAS and SPSS-X variable names are as consistent as possible with HS&B and NLS-72. In those two surveys, variable names were assigned according to the survey wave, part of the questionnaire, and the question number. A similar system was developed for NELS:88. For example, F1T3_2, is question 2 from part 3 of the first follow-up teacher questionnaire. Or, for variables in the class rating section, the "_" in the variable name is replaced by a subject code. Thus, F1T2E7 is question 7 in part 2 of the English version of the teacher questionnaire.

VI. Guide to the Data Files and Codebook

The NELS:88 public use data files are available on four separate magnetic tapes,[20] one for each study component: the student survey, the dropout survey, the teacher survey, and the school administrator survey. The tape for the teacher survey component contains a data file based on data from 9,987 teachers, resulting in 27,994 teacher ratings and information for 15,908 of the 18,221 participating students from 1,296 schools, including the OBEMLA student oversamples. As indicated earlier, the teacher data can be used alone or merged with the student, or school files, though use of the teacher files as a stand-alone dataset is not recommended.

The NELS:88 first follow-up sample of teacher-respondents does not constitute a statistical or representative sample of tenth grade teachers for analysis and reporting purposes. Rather, the results of this questionnaire are intended to provide information about student-related characteristics, teacher practices, and curriculum exposure which can be linked to nationally representative student-level record data. If the data are used as intended, analysis and reporting activities should focus on the effects of teaching, curriculum, and teacher characteristics on student outcomes. The teacher data file has, therefore, been constructed at the student level. That is, there is a teacher record for every teacher/student pair, with up to two records per student and up to sixteen (16) records per teacher. The student ID is included in the teacher file and can be used to link to the student files. See Section 6.3.1 for details on how IDs can be used to link data files.

Since multiple instruments were used to gather data from students, dropouts, teachers, and school administrators, the analyst must use the proper participation flags and weights (on the student/dropout files) to produce accurate statistics. Therefore, before describing the data files, several suggestions are offered that should be helpful to the analyst. These are followed by a complete description of the content and organization of the teacher data file and a guide to the associated codebook.

6.1 A Note About the Teacher Data File and Codebook

In reviewing the teacher codebook, data users should keep in mind that the codebook and data file are presented at the level of the student-teacher pairs. Different values will appear when the user examines results at other levels, such as: students with at least one teacher rating, the number of teachers who did the ratings, and course information.

The data file is structured at the level of student-teacher pairs because the student participants constitute the basic unit of analysis in the NELS:88 study design. The objective of the teacher survey was to obtain ratings in two predetermined subjects for each student. For most students, the two subjects were taught by two different teachers. In those cases, the student could have two records, that is one from each teacher, or only one record, if one of the two teachers refused to respond, or no records if neither teacher responded. For a small number of students, both courses were taught by the same teacher. In this situation, the teacher was treated as though he or she were two separate individuals. That is, the teacher-subject combination defined a unique teacher ID. In this case, students have two sets of ratings, both were made by the same teacher, but there will be two different teacher IDs. Please also note that most teachers rated a number of students, usually, but not always, in a single subject. Thus a teacher may have multiple teacher-student pair records, depending on the number of students he or she rated.

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[20] While the initial release of the data is in tape format, a version of both the restricted and public use data files is currently being prepared in a Compact Disc Read-Only Memory (CD-ROM) format.

The user may wish to view the data from different perspectives. Please keep in mind that neither the respondent teachers nor the courses constitute a valid probability sample. These alternate views are:

1. A teacher file containing one record per teacher (of course, the student or course information will not be meaningful in this context).

2. A course file with one record per course (in this case, only the course-related information, Part II of the questionnaire, can be meaningfully analyzed.)

6.2 Packaged Statistical Programs

The procedures outlined in Appendix C, using SAS or SPSS-X with NELS:88 data, are recommended; the data tape contains the appropriate control cards for both statistical packages. Analysts should contact their own support facilities to obtain the information necessary to create an SPSS-X system file from a SAS system file and vice versa.

One of the first steps to take before running statistical analyses is to select the proper participation flags and weights. Relevant flags and weights are found on the student tapes. The NELS:88 data files are designed to be used as weighted datasets in all analyses, with teacher data designed to be linked to student or school files. The complexity of the sample design of NELS:88 virtually ensures inaccurate results if the data are analyzed on an unweighted basis. Clustering, multistage selection, and disproportionate sampling all contribute potential bias and various degrees of unreliability, which can be avoided by using the weights provided to analyze specific subsets of the sample.

The appropriate participation flags and weights should be used if analyses are to be performed correctly. See Appendix C for specific examples using Statistical Analysis System (SAS).

6.3 Content and Organization of the Data Files

The teacher raw data file consists of 27,994 records. There is one record for each teacher-student-subject combination. (Records for nonparticipants are not included on the first follow-up data tape). Each record is organized as shown in the record layout that appears in Appendix E. The variables on the record are grouped into logical sets as discussed below. For the sake of brevity, each item of data is referred to by its SAS (SPSS-X) variable name as defined in the control cards provided with the data file.

The teacher data tape contains four related files. They are:

1. The raw data file, with items in the following order for each respondent:
    a. Identification Information (positions 1-17)
    b. Student Information from Part I of the questionnaire (positions 18-49)
    c. Class Information from Part II of the questionnaire (positions 50-322)
        i. Ratings common to all subject areas from Part II of the questionnaire (positions 50-118)

   ii. Subject specific class ratings from Part II of the questionnaire (positions 119-322)

  d. Teacher Background and Activities Information from Part III of the questionnaire (positions 323-476)

  e. School climate information from Part IV of the questionnaire (positions 477-598)

2. SPSS-X control cards

3. SAS control cards

4. SAS system file

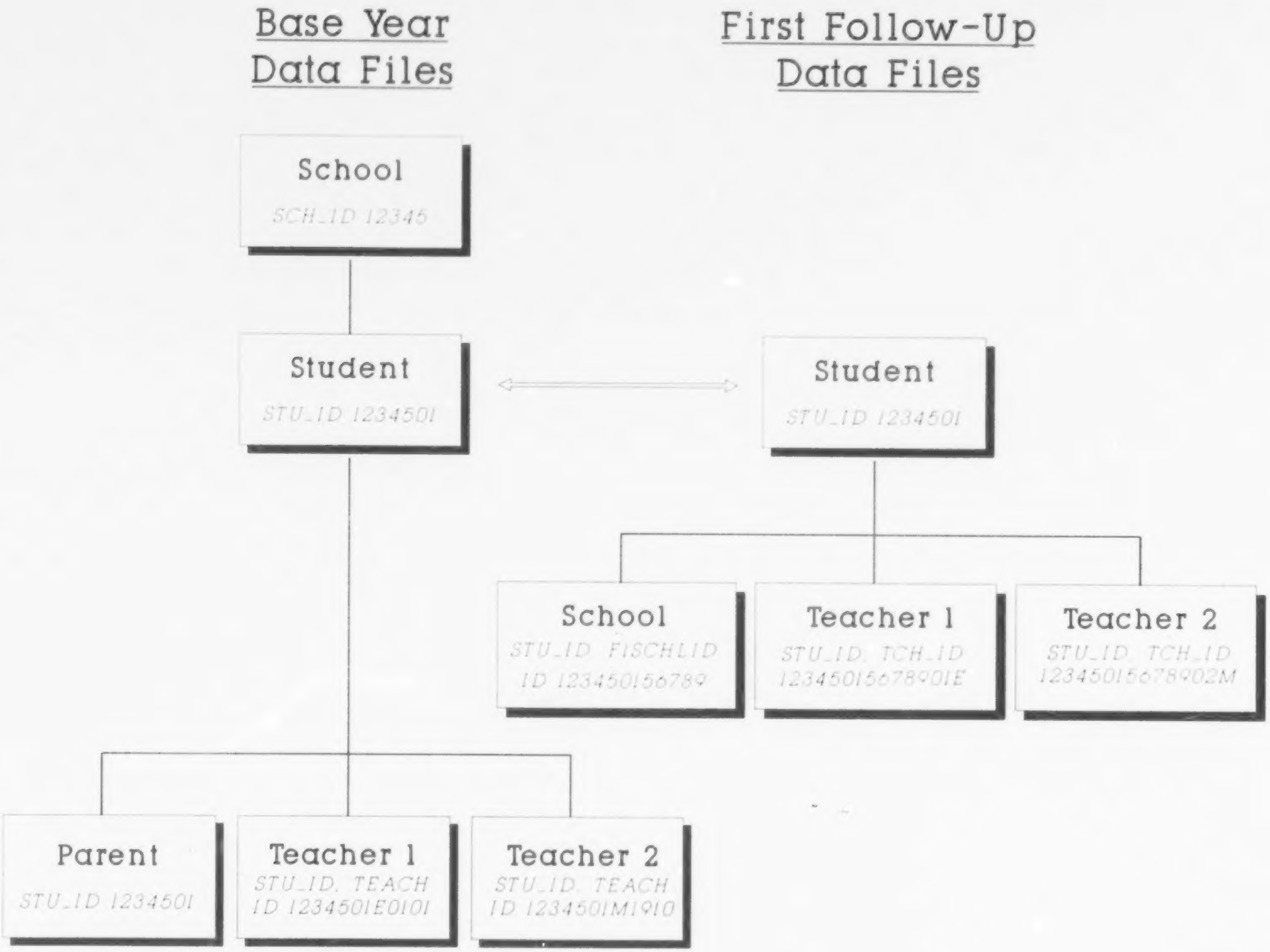
6.3.1 Identification Codes

The identification information consists of four variables. The first is the seven-digit student identification code. To ensure confidentiality, each sequential number component was mapped to a random number. These random numbers were then concatenated to form the student identification code. The second variable is a five digit school identification code. The school IDs were also randomized. The next variable is a two digit sequential code for the teacher within the school. This teacher code is followed by a one letter code for the subject matter (English, mathematics, history (social studies), science) for the subject-dependent questions. Thus, to uniquely identify teachers, the five digit school ID, plus the two digit teacher code, plus the one letter subject code would be used (positions 8-15). The section ends with a two digit code which identifies the class in which the teacher taught the student. See Figure 6-1 for an illustration of how all data tape IDs are linked.

6.3.2 Teacher Questionnaire Information

Information from the teacher questionnaire is presented in the same order as it appears in the questionnaire. Variables are identified by their SAS (SPSS-X) name. Variable names begin with F1T (First follow-up Teacher) and indicate the part (1, 2, 3 or 4) of the questionnaire and the question number within that part. For example, F1T3_10C, is question 10C from part 3 (or Part III) of the teacher questionnaire - the part on teacher background. In the class rating section where specific subject areas are rated, the "_" in the variable name is replaced with the subject code of the specific subject referred to in the question. Thus, F1T2M19A is question 19A from the Math section of part 2. Exceptions to this naming convention are the four variables in the identification section: STU_ID (student ID), TEACH, SUBJECT, and CLASS.

Figure 6-1: Guide to data file linkage for NELS:88 base year and first follow-up


Base Year
Data Files
First Follow-Up
Data Files
School
SCH_ID 12345
Student
STU_ID 1234501
Student
STU_ID 1234501
School
STU_ID, F1SCHLID
ID 123450156789
Teacher 1
STU_ID, TCH_ID
12345015678901E
Teacher 2
STU_ID, TCH_ID
12345015678902M
Parent
STU_ID 1234501
Teacher 1
STU_ID, TEACH
ID 1234501E0101
Teacher 2
STU_ID, TEACH
ID 1234501M1910

6.4 Guide to the Codebook

The codebook provides a comprehensive description of the teacher data file. For each variable on the tape the codebook provides a summary of the related information. The question number and wording, the variable's tape position and format, and the responses to the item along with their unweighted frequency and percent and weighted percent are shown. See Figure 6-2 for an example. Each portion of the example is numbered. These numbers can be used to reference the associated explanation in the text following the figure.

As noted in Chapter III, certain responses were imputed logically, as the result of machine cleaning. In general, however, there were no attempts at imputing data for missing values. Because of this, nonresponse bias may be a problem, especially for items with high item nonresponse.

Figure 6-2: Codebook entry

(1) Question 3_6

(2) Tape Pos. 333-333
(3) Format: I1

(4) F1T3_6 (5) EMPLOYMENT STATUS AT THIS SCHOOL/SYSTEM

(6) What is your employment status in this school or school system? (MARK ONE)

(7) RESPONSE	(8) CODES	(9) FREQ	(10) PER-CENT	(11) WGTD PCT
Regular full-time position	1	26,734	95.5%	97.3%
Regular part-time position	2	466	1.7%	2.0%
Substitute	3	156	.6%	.7%
(12) RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
REFUSED	7	0	.0%	(MISS)
MISSING DATA	8	637	2.3%	(MISS)
TOTALS:		27,994	100.0%	100.0%

Explanations:

(1) Question number: For variables taken directly from questionnaires, this is the question number in the original document.

(2) Tape position: This item gives the starting and ending tape position for each variable on the data tape.

(3) Variable format: This item indicates the type of variable, its width, and the number of positions following the implicit decimal point, if any.

(4) SAS and SPSS-X variable name: Each variable on the data tape is identified by a unique SAS and SPSS-X variable name.

For all variables the user should be careful always to refer to the variable by its SAS (SPSS-X) name in any computing procedures, rather than by its question number.

(5) SAS (SPSS-X) variable label: A short variable label appears after the variable name. This label is the same as that which appears on the SAS (SPSS-X) data definition cards included on the tape.

(6) Original question wording: This reproduces the exact question wording as it appeared in the questionnaire.

(7) Response categories: This item provides the original response categories or, in some cases, the recoded categories of the questionnaire items. For display in the tables, some continuous variables have been recoded to collapse all valid values into a single response category. This allows the codebook tables to show the frequency counts, unweighted percentages, and adjusted weighted percentages for continuous variables without printing each distinct value that the variable can take. These value labels are not the same as those on the SAS (SPSS-X) data definition cards. Condensed value labels that do not cause truncation problems are provided with the data definition cards.

(8) Response codes: This item provides the actual numerical codes that appear on the data tape in the tape position specified (except for continuous variables, where the actual values that appear on the tape have been recoded to produce the frequency counts and percentages). Certain codes, discussed below, are reserved to indicate missing data, legitimate skip, and so forth.

(9) Frequency counts: This item shows the unweighted frequency counts for all **student** records that were processed, including records that have missing data codes, legitimate skips, and so forth.

(10) Unweighted percentage frequencies: This column displays the frequency counts of item 9 as percentages. All records that were processed are included.

(11) Weighted "valid cases" percentage frequencies: This column displays the weighted frequencies for those cases that are "valid," that is, excluding those records that have been assigned reserved codes. The teacher file frequencies are run at the student level and weighted frequencies reflect weighted student frequencies through the student questionnaire weight (F1QWT).

(12) Reserved codes: In this data set certain codes, termed "reserved codes," have been chosen always to stand for certain situations. These reserve codes and their interpretations are:

6 = multiple response . . more than one response where only one response was called for

7 = refusal . . . . respondent refused to answer an item at the time of the abbreviated telephone interview

8 = missing data . . . . . data that should be present for this respondent is missing, but respondent did not necessarily refuse to provide data

9 = legitimate skip . . . . because of responses to preceding filter questions, data for this item should not be present for this respondent; that is, the value is legitimately missing

These reserved codes correspond identically to those used in NLS-72 and in the HS&B study. The codes as listed above apply to variables with single-column data fields. For variables with fields greater than one column, the leftmost columns are filled with 9s (e.g., 96, 996, 9996).

APPENDICES

Appendix A

NELS:88-Related Data Files Available from the National Center for Education Statistics

Studies and Files Related to NELS:88

In addition to the survey described in the main text, several other supplemental components were undertaken and data files generated under the auspices of NELS:88. In the base year survey, these included: several state augmentations; a supplement of hearing-impaired students, funded by Gallaudet University; a supplement of Reformed Christian schools that are members of the Christian Schools International organization, funded by the Barnabas Foundation; and the NELS:88 Enhancement Survey of Middle Grades Practices, funded by the Office of Research in the Office of Educational Research and Improvement (OERI), through the Johns Hopkins University. The first follow-up wave of NELS:88 also included supplemental components: the state augmentations, continued from the base year; the School Effects Augmentation (SEA), supported by funds from the John D. and Catherine T. MacArthur Foundation, and by NCES; and the Base Year Ineligible study (BYI), also sponsored by NCES. These auxiliary data files expand and enrich the available analysis data.

In the base year, the NCES-sponsored core sample of 1,052 participating schools and 24,599 participating students was increased to 1,242 participating schools and 28,397 participating students, respectively, as a result of the state augmentations and Christian schools supplements. The first follow-up School Effects Augmentation added some 6,400 students to the initial base year retained sample of 21,474 students.

Data for the state augmentations and other supplements discussed below do not appear on the NCES public release files for NELS:88.

Christian Schools Supplement

A sample of Christian schools that are members of the Christian Schools International (CSI) organization was drawn to supplement the NELS:88 base year school sample. The sample was selected from CSI schools with probability proportional to eighth grade size. Two disproportionately large school units were double-sampled. Of the initially contacted 58 schools, 41 schools agreed to participate. (Due to the double-sampling of the two schools, the number of sampling units was 43.) Students, parents, teachers, and school administrators were surveyed. Students completed both the cognitive test battery and the questionnaire during the Survey Days held in their schools. Base-year data from the Christian School Supplement will be made available on a restricted use basis in the fall of 1992. Individual students in this supplement are being re-surveyed in the NELS:88 second follow-up, as are their parents.

State Augmentations and Supplements

In an effort to enhance the statistical precision of their state samples, four states sponsored sample augmentations in the base year by adding schools and students in their states. Three of these states also sponsored instrument supplements in the form of additional questions pertaining to policy issues of interest to their states.

Three of the four states which augmented their samples in the base year continued to provide funds in the first follow-up for following and collecting data for the initial base year state augmentation samples which were retained in the first follow-up, and two states continued to sponsor instrument supplements in the first follow-up.

Hopkins Enhancement Survey of NELS:88 Middle Grades Practices

The Survey of Middle Grades Practices enhanced the NELS:88 base year school questionnaire by collecting new information to monitor middle grades reform in the schools attended by NELS:88 eighth graders. The questionnaire for this supplemental survey was designed by staff of the Center for Research on Effective Schooling for Disadvantaged Students (CDS) at Johns Hopkins University (these staff members were, when the supplement was initiated, part of the Center for Research on Elementary and Middle Schools) and the data collection was conducted by NORC. The school principals who provided base year information in the NELS:88 school questionnaire were asked to participate in this enhancement survey between late October 1988 and February 1989. The enhancement survey augmented the information in the base year school questionnaire with additional information on school organization, guidance and advisory periods, rewards and evaluations, curriculum and instructional practices, interdisciplinary teams of teachers, transitions and articulation practices, involvement of parents, and other practices recommended for middle grades reform. The middle grades practices data are linkable to the NELS:88 base year data files, and are available on a restricted use basis only.

Included in the enhancement survey was an alternative version of an item on classroom organization. This item from the Hopkins Enhancement Survey data was appended to the base year school file. It should be noted that the original question on the organization of classroom instruction (see base year school codebook, BYSC18, in the *NELS:88 Base Year School Component Data File User's Manual*) was asked during the 1987-1988 school year, while the correction item was asked during, and references, the 1988-1989 school year.

Past Studies and Data Files Related to NELS:88 Available from NCES

Data from the earlier NCES longitudinal studies--NLS-72 and HS&B--may also be of interest to users of the NELS:88 data. These data sets are of special interest for researchers interested in cross-cohort comparisons between the sophomores of NELS:88 first follow-up (1990) and HS&B base year (1980), and, in the future, comparisons of the 1992 NELS:88 seniors and the HS&B sophomore and senior cohorts in 1982 and 1980, and NLS-72 seniors in 1972.

In addition to the core surveys for HS&B and NLS-72, described in Chapter I, records studies were undertaken, including the collection of the high school transcripts of the sophomore cohort and the collection of postsecondary education transcripts and financial aid data for the seniors. Data files for these studies and other HS&B data, such as parent surveys, school surveys, teacher comments, etc., are described below. Users manuals or other forms of documentation are available from NCES for all the data files. These auxiliary data files greatly expand the analytic capabilities of the core data sets, and researchers are encouraged to become familiar with them.

HS&B Base Year Files

The **Language File** contains information on each student who, during the base year, reported some non-English language experience either during childhood or at the time of the survey. This file contains 11,303 records (sophomores and seniors combined), with 42 variables for each student.

The **Parent File** contains questionnaire responses from the parents of about 3,600 sophomores and 3,600 seniors who are on the Student File. Each record on the Parent File contains a total of 307 variables. Data on this file include parents' aspirations and plans for their children's postsecondary education.

The **Twin and Sibling File** contains base year responses from sampled twins and triplets; data on non-sampled twins and triplets of sample members; and data from siblings in the sample. This file (2,718 records) includes all of the variables that are on the HS&B student file, plus two additional variables (family ID and SETTYPE--type of twin or sibling).

The HS&B teacher's comment files may be of particular interest to users of the NELS:88 teacher data. The **Sophomore Teacher File** contains responses from 14,103 teachers on 18,291 students from 616 schools. The **Senior Teacher File** contains responses from 13,683 teachers on 17,056 students from 611 schools. At each grade level, teachers had the opportunity to answer questions about HS&B-sampled students who had been in their classes. A response of Yes, No, or Don't Know was sought for the following seven student-specific evaluations: (1) will probably go to college; (2) is working up to potential; (3) seems popular with others; (4) has talked with me outside of class about school work or plans; (5) seems to dislike school; (6) has the kind of self-discipline to hold a job; (7) has or may have a physical or emotional handicap that is affecting his or her school work. The typical student in the sample was rated by an average of four different teachers. The files contain approximately 76,000 teacher observations of sophomores and about 67,000 teacher observations of seniors.

The **Friends File** contains identification numbers of students in the HS&B sample who were named as friends of other HS&B-sampled students. Each record contains the IDs of sampled students and IDs of up to three friends. Linkages among friends can be used to investigate the sociometry of friendship structures, including reciprocity of choices among students in the sample, and to trace friendship networks.

Merged HS&B Base Year, First, Second and Third Follow-Up Files

The **First Follow-Up Sophomore File** contains responses from 29,737 students and includes both base year and first follow-up data. This file includes information on school, family, work experiences, educational and occupational aspirations, personal values, and test scores of sample participants. Students are also classified in terms of high school status as of 1982 (that is, dropout, same school, transfer, or early graduate).

The **First Follow-Up Senior File** contains responses from 11,995 individuals and includes both base year and first follow-up data. This file includes information from respondents concerning their high school and postsecondary experiences and their work experiences.

The **Second Follow-Up Sophomore File** has all base year, first follow-up, and second follow-up data for 14,825 members of the sophomore cohort. Data cover work experience, postsecondary schooling, earnings, periods of unemployment, and so forth, for the sophomore cohort, who by this time had been out of high school for two years.

The **Second Follow-Up Senior File** encompasses all base year, first follow-up, and second follow-up data for the 11,995 individuals who constitute this follow-up sample. Data cover work experience, postsecondary schooling, earnings, periods of unemployment, and so forth, for the senior cohort, who by this time had been out of high school for four years.

The **Third Follow-Up Sophomore File** includes all base year, first follow-up, second follow-up, and third follow-up data for the 14,825 members of the sophomore cohort. Data cover marriage and family formation, work experience, postsecondary schooling and interest in graduate degree programs, earnings, periods of unemployment, and alcohol consumption for this cohort, who by 1986 had been out of high school for four years.

The **Third Follow-Up Senior File** includes all base year, first follow-up, second follow-up, and third follow-up data for the 11,995 individuals who constitute this follow-up sample. Data cover marriage and family formation, work experience, postsecondary schooling and interest in graduate degree programs, earnings, periods of unemployment, and alcohol consumption for the senior cohort, who by 1986 had been out of high school for six years.

Other HS&B Files

The **High School Transcript File** describes the coursetaking behavior of 15,941 sophomores of 1980 throughout their four years of high school. Data include a six-digit course number for each course taken, along with course credit, course grade, and year taken. Other items of information, such as grade point average, days absent, and standardized test scores, are also contained on the file.

The Offerings and Enrollments File contains school information, course offerings, and enrollment data for 957 schools. Each course offered by a school is identified by a six-digit course number. Other information, such as credit offered by the school, is also contained on each record.

The **Updated School File** contains base year data (966 completed questionnaires) and first follow-up data (956 completed questionnaires) from the 1,015 participating schools in the HS&B sample. First follow-up data were requested only from those schools that were still in existence in the spring of 1982 and had members of the 1980 sophomore cohort currently enrolled. Each high school is represented by a single record that includes 230 data elements from the base year school questionnaire, if available, along with other information from the sampling files (e.g., stratum codes, case weights).

The **Postsecondary Education Transcript File** for the **HS&B seniors** contains transcript data on dates of attendance, fields of study, degrees earned, and the titles, grades, and credits of every course attempted at each school attended, coded into hierarchical files with the student as the highest level of aggregation. Although no survey forms were used, detailed procedures were developed for extracting and processing information from the postsecondary school transcripts that were collected for all members of the 1980 senior cohort who reported attending any form of postsecondary schooling in the first or second follow-up surveys. (Over 7,000 individuals reported over 11,000 instances of school attendance.)

The **Postsecondary Education Transcript File** for the **HS&B sophomores** includes transcript data for over 6,000 members of the 1980 sophomore cohort who reported in the follow-up survey that they had attended a postsecondary institution. The data file created for this study includes detailed information about program enrollments, periods of study, fields of study pursued, specific courses taken, and credits earned as of the third follow-up in 1986. Additional sophomore cohort transcripts data are being collected in the autumn of 1992 as part of the HS&B fourth follow-up study.

The **Senior Financial Aid File** contains financial aid records from postsecondary institutions respondents reported attending and federal records of the Guaranteed Student Loan (GSL) program and of the Pell Grant program.

The **Sophomore Financial Aid File** includes data on postsecondary financial aid experiences for 1980 sophomores who attended a postsecondary institution. Financial aid data were collected from federal records of the Guaranteed Student Loan and Pell Grant programs, and GSL disbursement data from guarantee agencies participating in the Guaranteed Student Loan program.

The **HS&B HEGIS and PSVD File** contains the postsecondary school codes for schools HS&B respondents reported attending in the first and second follow-ups. In addition, the file provides data on institutional characteristics, such as type of institution, highest degree offered, enrollment, admissions requirements, tuition, and so forth. This file permits analysts to link HS&B questionnaire data with institutional data for postsecondary schools attended by respondents.

NLS-72 Files

The **NLS-72 Base Year Through Fourth Follow-Up (1979) File** contains data from the base year through fourth follow-up for over 23,000 respondents. Data include school experiences and test results during the base year and subsequent activities related to work, postsecondary schooling, military service, family formation, and goals and aspirations.

The **NLS-72 Fifth Follow-Up File** consists of the results of the fifth follow-up survey, carried out in 1986, when sample members were about thirty-two years old. Data include work experience going back to 1979, postsecondary schooling, extensive family formation history, periods of unemployment, goals and aspirations, and selected attitudes. Records in this file can be linked through student ID to those in the NLS-72 Base Year Through Fourth Follow-Up (1979).

The **NLS-72 Teacher Supplement File** contains the responses of the portion of the fifth follow-up NLS-72 sample who had obtained teacher certification and/or had teaching experience. Data include certification history, subjects taught, years of experience, attitudes toward teaching as a career, and subsequent work experiences of those who had left teaching. These data can be linked through the respondent ID to the NLS-72 Fifth Follow-Up File and to the NLS-72 Base Year Through Fourth Follow-Up File.

The **Postsecondary Education Transcript Study of the NLS-72 Sample** contains transcript data on dates of attendance, fields of study, degrees earned, and the titles, grades, and credits of every course attempted at each school attended, coded into hierarchical files with the student as the highest level of aggregation. Although no survey forms were used, detailed procedures were developed for extracting and processing information from the postsecondary school transcripts that were collected in 1984 for all members of the NLS-72 cohort who reported attending any form of postsecondary schooling in any of the first through fourth follow-up surveys. (Over 14,000 individuals reported over 24,000 instances of school attendance).

Appendix B

National Center for Education Statistics, Longitudinal and Household Studies Branch (LHSB) NELS:88 Publications

Longitudinal and Household Studies Branch (LHSB) NELS:88 Publications

RELEASED ANALYSIS REPORTS.

Hafner, A.; Ingels, S.J.; Schneider, B.; and Stevenson, D.L. ***A Profile of the American Eighth Grader***, June 1990; NCES 90-458.

Hoachlander, E.G. ***A Profile of Schools Attended by Eighth Graders in 1988***, September 1991; NCES 91-129.

Bradby, D. ***Language Characteristics and Academic Achievement: A Look at Asian and Hispanic Eighth Graders in NELS:88***, February 1992; NCES 92-479.

Horn, L., and Hafner, A. ***A Profile of American Eighth-Grade Mathematics and Science Instruction***, June 1992; NCES 92-486.

Horn, L., and West, J. ***A Profile of Parents of Eighth Graders***, July 1992; NCES 92-488.

Kaufman, P., and Bradby, D. ***Characteristics of At-Risk Students in NELS:88***, August 1992; NCES 92-042.

RELEASED E.D. TABULATIONS.

Rasinski, K.A.; and West, J. ***NELS:88: Eighth Graders' Reports of Courses Taken During the 1988 Academic Year by Selected Student Characteristics***, July 1990; NCES 90-459.

Rock, D.A.; Pollack, J.M.; and Hafner, A. ***The Tested Achievement of the National Education Longitudinal Study of 1988 Eighth Grade Class***, April 1991; NCES 91-460.

RELEASED USER'S MANUALS/TECHNICAL REPORTS.

Ingels, S.J.; Abraham, S.; Rasinski, K.A.; Karr, R.; Spencer, B.D.; Frankel, M.R.; Owings, J.A. ***NELS:88 Base Year Data File User's Manuals***:

STUDENT COMPONENT: March 1990; NCES 90-464*

PARENT COMPONENT: March 1990; NCES 90-466

SCHOOL COMPONENT: March 1990; NCES 90-482

TEACHER COMPONENT: March 1990; NCES 90-484

* contains a codebook with frequency distributions for the full (24,599) 1988 participating cross-sectional sample.

Spencer, B.D.; Frankel, M.R.; Ingels, S.J.; Rasinski, K.A.; and Tourangeau, R. ***NELS:88 Base Year Sample Design Report***, August 1990; NCES 90-463.

Rock, D.A.; and Pollack, J.M. ***Psychometric Report for the NELS:88 Base Year Test Battery***, April 1991; NCES 91-468.

Ingels, S.J.; Rasinski, K.A.; Frankel, M.R.; Spencer, B.D.; and Buckley, P. ***NELS:88 Base Year Final Technical Report***, 1990; Chicago: NORC.

Kaufman, P.; Rasinski, K.A.; Lee, R.; and West, J. ***Quality of Responses of Eighth-Grade Students to the NELS:88 Base Year Questionnaire***, September 1991; NCES 91-487.

Ingels, S.J.; Scott, L.A.; Lindmark, J.T.; Frankel, M.R.; Myers, S.L.; and Wu, S. ***NELS:88 First Follow-Up Data File User's Manuals***:

STUDENT COMPONENT	April 1992; NCES 92-030
SCHOOL COMPONENT	May 1992; NCES 92-084
DROPOUT COMPONENT:	August 1992; NCES 92-083
TEACHER COMPONENT:	September 1992; NCES 92-085

FORTHCOMING LHSB NELS:88 REPORTS/E.D. TABULATIONS.

Rock, D.A., and Pollack, J.M. ***Tenth Grade Cognitive Performance and Gains in Cognitive Performance Since Eighth Grade.*** (Estimated Release October 1992).

Rasinski, K.A., Ingels, S.J., Rock, D.A., Pollack, J. ***America's High School Sophomores: A Ten Year Comparison, 1980 - 1990.*** *HS&B-NELS:88 Trend Report.* (Estimated Release October 1992; NCES 92-087).

NELS:88 First Follow-Up Dropout Descriptive Report (Estimated Release November 1992).

NELS:88 First Follow-Up Student Component Descriptive Summary. (Estimated Release November 1992, NCES 92-086).

NELS:88 Transition Patterns Experienced by Students as They Move from Eighth Grade to Tenth Grade (Estimated Release December 1992).

NELS:88 First Follow-Up Final Technical Report

OF RELATED INTEREST (INCLUDES NELS:88 FINDINGS)

Kaufman, P., McMillen, M.M., Whitener, S. 1991. ***Dropout Rates in the United States: 1990.*** NCES 91-053.

Appendix C

Guidelines For Using SAS
with NELS:88 First Follow-Up Data

Guidelines for using SAS with NELS:88 First Follow-Up Teacher Data

The files provided on the public release tape include SAS cards and SAS system files for the NELS:88 first follow-up teacher data file.

The following are situations which may be encountered when using large data files with SAS and suggestions for handling them.

1. Use the '(KEEP=...)' and '(DROP=...)' options in the 'SET' statement and/or in the 'DATA' statement when creating working data files so that unwanted variables are not included in the files. The '(KEEP=...)' option does not reorder the variables in the new dataset.

   The files are large and the SAS cards associated with all of the variables within a file require a great deal of memory. Eliminating unwanted variables and the cards associated with them will reduce the amount of memory necessary to run jobs.

2. Some of the label statements given in the SAS card files may need to be eliminated because of SAS system limitations present at many computer installations.

3. The large number of VALUE statements in the PROC FORMAT section requires that a special DD statement be placed just after the // EXEC SAS statement to increase the capacity of the format library during a SAS run:

   ```
   //LIBRARY DD SPACE=(TRK,(25,25,60))
   ```

   Since this may not be possible at some computer installations, it may be necessary to delete some VALUE statements.

4. When working with large files, it may be necessary to override the default work space with the following DD statement:

   ```
   //WORK DD UNIT=SYSCR,SPACE=(CYL,(40,40))
   ```

   Place the //WORK DD statement just after the // EXEC SAS statement (or after the //LIBRARY DD statement, if that is included as well).

5. The formats given in the PROC FORMAT step here are not permanently associated with each variable. Whenever they are needed for a procedure, it is necessary to include them in this PROC FORMAT step before the procedure(s) that will use them.

   In the following example PROC FORMAT is used first to make a temporary library of formats (sets of value labels). Then PROC FREQ is used to access the First Follow-Up teacher SAS system file and to create a frequency table. The FORMAT statement in PROC FREQ links the variable in the frequency to the appropriate value label stored in the temporary format library.

```
// EXEC SAS
```

```
//LIBRARY DD SPACE=(TRK,(25,25,60))
//WORK DD UNIT=SYSCR,SPACE=(TRK,(1000,1000))
//IN1 DD DSN=ACT.PUBL.F1TE.SASLIB,DISP=SHR
//SYSIN DD *

OPTIONS DQUOTE;


PROC FORMAT;
VALUE F1_1AV

      1 = "YES"
      2 = "NO"
      6 = "MULTIPLE RESPNSE"
      7 = "REFUSAL"
      8 = "MISSING"
      9 = "LEGITIMATE SKIP"

  ;



PROC FREQ DATA=IN1.F1TEACHR;
FORMAT
F1T310D1    F1_1AV.
;

TABLES F1T310D1;
TITLE 'BACHELOR'S DEGREE MAJOR IN MATHEMATICS';
```

At the end of each SAS card file, there is a frequency procedure which contains FORMAT statements for every variable for which there is a format. These FORMAT statements can be used in any SAS procedure. However, if there are a large number of format links, they must be divided into several format statements to work. (About 90 format links in the format statement were utilized in testing the SAS cards on the University of Chicago mainframe.)

6. Whenever variables are needed from several files (e.g., first follow-up school and student), the files may be merged by STU_ID or F1SCH_ID using SAS MERGE statements. A simple one line MERGE statement will put variables from separate files together in a single record for analysis. Users are reminded to first sort the files by the variables selected for merging; that is, sort both files either by STU_ID or F1SCH_ID.

7. For very large files, the user may encounter problems when sorting. Various options may be added to the //EXEC SAS card to circumvent these problems. A suggested example is given below (consult the SAS manual for descriptions of these options):

   ```
   // EXEC SAS,OPTIONS='NODYNALLOC',REGION=1280K,SORT=30
   ```

8. It is suggested that the user include the LENGTH statement when creating new variables, in order to save space and computer memory.

9. For many tabulations, PROC TABULATE produces the most readable output. The SAS user may use the format statements (provided) for classification variables to produce the row values of tabulate tables.

10. Output from SAS can be downloaded to personal computers for production of final reports. NCES has available a program for taking into account the sample design when computing standard errors. The program, known as CTAB, is a Taylor series based routine that uses an ASCII file to compute standard errors for crossclassifications. The program also produces labeled tabular output suitable for use in publications. CTAB is available for use on microcomputers, and can be obtained through NCES.

11. Use the NCES- and NORC-defined composite and classification variables whenever possible to simplify programming.

12. SAS and SPSS-X system files can now be converted at many computer installations. Contact your own facility to obtain the information necessary to create an SPSS-X file from SAS and vice versa.

13. There is a peculiarity with version 6.06 of SAS. The symbol "%" will not be printed in a variable label if the label is the first thing to be printed on the page.

Appendix D

First Follow-Up

Teacher Questionnaires

STUDENTS PARENTS SCHOOLS TEACHERS
NELS 88

NATIONAL EDUCATION LONGITUDINAL STUDY OF 1988

NORC-4492
Form Approved
OMB No. 1850-0593
App. Exp.: 1/91

FIRST FOLLOW-UP

TEACHER QUESTIONNAIRE

ENGLISH VERSION

Sponsored by

U.S. Department of Education
Center for Education Statistics

NORC
A Social Science Research Center
University of Chicago

USES OF THE DATA

The data from this survey will be used by educators and by Federal and State policy makers to address important issues facing the Nation's schools: educational standards, curriculum tracking, dropping out of school, the education of the disadvantaged, the needs of language minority students, incentives for attracting students to the study of science and mathematics, and the features of effective schools.

CONFIDENTIALITY

As a matter of policy, the National Center for Education Statistics is concerned with protecting the privacy of individuals who participate in voluntary surveys. We want to let you know that:

1. Section 406 of the General Education Provisions Act (20-USC 1221e-1) and Public Law 100-297 allow us to ask you the questions in this questionnaire.
2. Your responses will be merged with those of other respondents, and the answers you give will never be identified as yours.
3. You may skip any questions you do not wish to answer; however, we hope you answer as many questions as you can.

ID NUMBER						
0	0	0	0	0	0	M
1	1	1	1	1	1	[illegible]
2	2	2	2	2	2	[illegible]
3	3	3	3	3	3	[illegible]
4	4	4	4	4	4	
5	5	5	5	5	5	
6	6	6	6	6	6	
7	7	7	7	7	7	
8	8	8	8	8	8	
9	9	9	9	9	9	

The public reporting burden for this collection of information is estimated to average one hour (60 minutes) per response. Send comments regarding this burden estimate, or any other aspect of this collection of information, to: U.S. Department of Education Information Management and Compliance Division, Washington, D.C., 20202-4651 and to the Office of Management and Budget Paperwork Reduction Project, Washington, D.C., 20503.

Educational Organizations That Have Endorsed NELS:88

American Association of School Administrators (AASA)
National Association of Secondary School Principals
National School Boards Association (NSBA)
The National Catholic Education Association (NCEA)
The National Association of Independent Schools (NAIS)

MARKING DIRECTIONS

- Use only a soft lead pencil (No. 2 is best).
- Make dark marks that fill the oval.
- Erase cleanly any answer you wish to change.
- Make no stray markings of any kind.

CORRECT MARKS	INCORRECT MARKS
○●○●	⊘⊗⊖⊙

EXAMPLE: 1. Will marks made with ballpoint or felt-tip pen be properly read?

○ Yes ● No

Use Soft Lead Pencil Only

TEACHER QUESTIONNAIRE
English Version

INTRODUCTION

This questionnaire is part of a major longitudinal study designed to provide trend data about critical transitions experienced by young people as they develop, attend school, and embark on their careers. Your school has agreed to participate in this study and has allowed us to resurvey those students who were selected as part of a random sample when they were in eighth grade. A list of these sampled students should be attached to the cover of this questionnaire. (If the list is missing, please report the problem to the study coordinator at your school — the person who distributed this questionnaire to you.) You have been identified as a teacher of one or more of the sampled students. We are seeking information from you to supplement other study data about these students.

This questionnaire has four very different sections:

- Part I asks you questions about the characteristics and behaviors of the sampled students whom you have in one of your classes this semester/term. Individual students are referred to by "Student Number," as shown in the List of Students attached to the cover of this questionnaire. Part I asks you to write the student's initials below the student's number. If you have more than sixteen students on your list of students, your packet should contain a "Continuation Booklet" for use in answering questions about students 17 and above.

- Part II asks a series of questions about specific, designated classes. The particular class or classes for which information is being requested is indicated on a Class List sheet attached to the cover page of this questionnaire. As you will see, Part II contains room for responses on a maximum of five classes. You may not need all five response columns. Use only as many columns as you need to respond separately for each of the classes listed on the attached class list. In the unlikely event that your class list contains more than five different classes, use your "Continuation Booklet" for answering questions about classes numbered 6 and above.

- Part III requests some general background information about you.

- Part IV asks a series of questions about your school's climate.

Please answer directly on the questionnaire by darkening the appropriate oval or by writing your response in the space provided.

We realize that you are very busy; however, we would appreciate it if you would complete the questionnaire and return it to your NELS:88 School Coordinator within the next two weeks (or sooner, if asked by the coordinator). To protect the confidentiality of your responses, we suggest that you return the completed questionnaire in the confidential return envelope provided for this purpose.

Thank you very much for your help.

PART I: STUDENT INFORMATION

Please answer the questions in this section for each student listed on the attached Student List. Fill in the oval corresponding to the appropriate responses to Questions 1-23 in the first column for the first listed student. Continue until you have completed a column for each student listed on the Student List. Questions 2-23 apply only to students who are enrolled in the class listed next to their name on the Student List (a "Yes" response to Question 1). NOTE: DK: Don't Know; NN: Not Necessary.

STUDENT NUMBER (from attached list). Please write the student's initials below the number.	Student 01	Student 02	Student 03	Student 04	Student 05	Student 06	Student 07	Student 08	Student 09	Student 10	Student 11	Student 12	Student 13	Student 14	Student 15	Student 16
Before answering the questions about this student, write the "Code Number" (second Column on the Student List attached to the front cover of the questionnaire) in the box and darken the oval that corresponds to that number.	☐ (0) (1) (2) (3) (4) (5) (6) (7) (8) (9)	☐ (0) (1) (2) (3) (4) (5) (6) (7) (8) (9)	☐ (0) (1) (2) (3) (4) (5) (6) (7) (8) (9)	☐ (0) (1) (2) (3) (4) (5) (6) (7) (8) (9)	☐ (0) (1) (2) (3) (4) (5) (6) (7) (8) (9)	☐ (0) (1) (2) (3) (4) (5) (6) (7) (8) (9)	☐ (0) (1) (2) (3) (4) (5) (6) (7) (8) (9)	☐ (0) (1) (2) (3) (4) (5) (6) (7) (8) (9)	☐ (0) (1) (2) (3) (4) (5) (6) (7) (8) (9)	☐ (0) (1) (2) (3) (4) (5) (6) (7) (8) (9)	☐ (0) (1) (2) (3) (4) (5) (6) (7) (8) (9)	☐ (0) (1) (2) (3) (4) (5) (6) (7) (8) (9)	☐ (0) (1) (2) (3) (4) (5) (6) (7) (8) (9)	☐ (0) (1) (2) (3) (4) (5) (6) (7) (8) (9)	☐ (0) (1) (2) (3) (4) (5) (6) (7) (8) (9)	☐ (0) (1) (2) (3) (4) (5) (6) (7) (8) (9)
1. Is this student assigned to the class shown on the fourth column of the Student List? **IF NO, GO TO THE NEXT STUDENT LISTED AND ANSWER IN THE NEXT COLUMN.**	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No
Questions 2-22 apply only to students for whom your answer to Question 1 is yes.																
2. Does this student usually work hard for good grades?	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK

STUDENT NUMBER (from attached list) Please write the student's initials below the number	**Student 01**	**Student 02**	**Student 03**	**Student 04**	**Student 05**	**Student 06**	**Student 07**	**Student 08**	**Student 09**	**Student 10**	**Student 11**	**Student 12**	**Student 13**	**Student 14**	**Student 15**	**Student 16**
3. Does this student seem to relate well to other students?	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK
4. Will this student probably go to college?	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK
5. Does this student talk with you outside of class about school work, plans, or personal matters?	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK
6. Have you spoken with the student's parents this semester about the following?																
a. Student's academic performance	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN
b. Student's behavior in school	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN
c. Student's homework assignments	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN
d. Student's absenteeism	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN
7. How involved are the parents of this student in his/her academic performance?																
Not involved	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①
Somewhat involved	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②
Very involved	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③
Don't know	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④

STUDENT NUMBER (from attached list) Please write the student's initials below the number	**Student 01**	**Student 02**	**Student 03**	**Student 04**	**Student 05**	**Student 06**	**Student 07**	**Student 08**	**Student 09**	**Student 10**	**Student 11**	**Student 12**	**Student 13**	**Student 14**	**Student 15**	**Student 16**
8. Has this student fallen behind in school work because of a health problem?	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK
9. Do you feel this student has a learning disability that affects his or her school work?	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK
10. Do you feel this student has a physical or emotional handicap that affects his or her school work?	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK
11. ○ **Is this student a Language Minority student? A Language Minority (LM) student is a student in whose home a non-English language is typically spoken.***	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK
12. ○ **Is this student a Limited-English Proficient (LEP) student? An LEP student is a Language Minority student who has limited English language skills.****	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK
13. Is this class . . .																
Too difficult for this student?	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①
Not challenging enough for this student?	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②
The appropriate level for this student?	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③

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*A Language Minority student is a fully English proficient student in whose home a non-English language is typically spoken. This group includes students whose English is fluent enough to benefit from instruction in academic subjects offered in English.

**A Limited-English-Proficient student is a Language Minority student, either LEP or NEP, whose native language is one other than English and whose skills in listening to, speaking, reading, or writing English are such that he/she derives little benefit from school instruction delivered in English.

STUDENT NUMBER (from attached list) Please write the student's initials below the number	Student 01	Student 02	Student 03	Student 04	Student 05	Student 06	Student 07	Student 08	Student 09	Student 10	Student 11	Student 12	Student 13	Student 14	Student 15	Student 16
14. Have you recommended this student for academic honors, advanced placement, or honor classes?																
Not available at this school	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①
Yes	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②
No	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③
15. How often does this student complete homework assignments?																
Never	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①
Rarely	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②
Some of the time	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③
Most of the time	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④
All of the time	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
Don't know	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥
16. How often is this student absent?																
Never	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①
Rarely	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②
Some of the time	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③
Most of the time	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④
All of the time	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
Don't know	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥
17. How often is this student tardy?																
Never	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①
Rarely	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②
Some of the time	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③
Most of the time	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④
All of the time	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
Don't know	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥

STUDENT NUMBER (from attached list) Please write the student's initials below the number.	Student 01	Student 02	Student 03	Student 04	Student 05	Student 06	Student 07	Student 08	Student 09	Student 10	Student 11	Student 12	Student 13	Student 14	Student 15	Student 16
18. How often is this student attentive in class?																
Never	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①
Rarely	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②
Some of the time	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③
Most of the time	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④
All of the time	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
Don't know	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥
19. Is this student exceptionally passive or withdrawn?	○ Yes	○ Yes	○ Yes	○ Yes	○ Yes	○ Yes	○ Yes	○ Yes	○ Yes	○ Yes	○ Yes	○ Yes	○ Yes	○ Yes	○ Yes	○ Yes
	○ No	○ No	○ No	○ No	○ No	○ No	○ No	○ No	○ No	○ No	○ No	○ No	○ No	○ No	○ No	○ No
	○ DK	○ DK	○ DK	○ DK	○ DK	○ DK	○ DK	○ DK	○ DK	○ DK	○ DK	○ DK	○ DK	○ DK	○ DK	○ DK
20. How often is this student disruptive in class?																
Never	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①
Rarely	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②
Some of the time	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③
Most of the time	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④
All of the time	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
Don't know	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥
21. Have you spoken to a guidance counselor or a school services person this semester about the following?																
a. Student's academic performance	○ Yes	○ Yes	○ Yes	○ Yes	○ Yes	○ Yes	○ Yes	○ Yes	○ Yes	○ Yes	○ Yes	○ Yes	○ Yes	○ Yes	○ Yes	○ Yes
	○ No	○ No	○ No	○ No	○ No	○ No	○ No	○ No	○ No	○ No	○ No	○ No	○ No	○ No	○ No	○ No
	○ NN	○ NN	○ NN	○ NN	○ NN	○ NN	○ NN	○ NN	○ NN	○ NN	○ NN	○ NN	○ NN	○ NN	○ NN	○ NN
b. Student's behavior in school	○ Yes	○ Yes	○ Yes	○ Yes	○ Yes	○ Yes	○ Yes	○ Yes	○ Yes	○ Yes	○ Yes	○ Yes	○ Yes	○ Yes	○ Yes	○ Yes
	○ No	○ No	○ No	○ No	○ No	○ No	○ No	○ No	○ No	○ No	○ No	○ No	○ No	○ No	○ No	○ No
	○ NN	○ NN	○ NN	○ NN	○ NN	○ NN	○ NN	○ NN	○ NN	○ NN	○ NN	○ NN	○ NN	○ NN	○ NN	○ NN

STUDENT NUMBER (from attached list) Please write the student's initials below the number.	**Student 01**	**Student 02**	**Student 03**	**Student 04**	**Student 05**	**Student 06**	**Student 07**	**Student 08**	**Student 09**	**Student 10**	**Student 11**	**Student 12**	**Student 13**	**Student 14**	**Student 15**	**Student 16**
21. Have you spoken to a guidance counselor or a school services person this semester about the following? (Continued)																
c. Student's homework assignments	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN
d. Student's absenteeism	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN
22. ○ Is this student at risk of dropping out of high school?	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK

WHEN YOU HAVE COMPLETED A COLUMN FOR ALL THE STUDENTS LISTED ON THE STUDENT LIST, GO TO QUESTION 1, PART II.

PART II: CLASS INFORMATION

Please answer the following questions for each class designated on the list attached to the cover of the questionnaire. Answers in this section should refer only to SPRING 1990 CLASSES.

	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
1A. Write in the Class Number from the first column of the Class List (attached to the front cover of the questionnaire) in the box and darken the ovals that correspond with that number.	Class Number ☐☐ ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨	☐☐ ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨	☐☐ ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨	☐☐ ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨	☐☐ ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨
1B. ○ Write the Class Title (column two) indicated on the Class List in the box. (PLEASE DO NOT WRITE OUTSIDE THIS BOX.)	TITLE ☐	TITLE ☐	TITLE ☐	TITLE ☐	TITLE ☐
2. Are you currently teaching this class? **IF NO, GO TO THE NEXT CLASS IN THE NEXT COLUMN.** **AFTER YOU HAVE COMPLETED A COLUMN FOR ALL THE CLASSES INDICATED ON THE CLASS LIST, GO TO QUESTION 1, PART III.**	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No
3. ○ Which of the following best describes the "track" this class is considered to be? (MARK ONE)	Academic ① Advanced or honors ② General ③ Vocational/technical/ business ④ Other ⑤	Academic ① Advanced or honors ② General ③ Vocational/technical/ business ④ Other ⑤	Academic ① Advanced or honors ② General ③ Vocational/technical/ business ④ Other ⑤	Academic ① Advanced or honors ② General ③ Vocational/technical/ business ④ Other ⑤	Academic ① Advanced or honors ② General ③ Vocational/technical/ business ④ Other ⑤

	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
4. ○ **Which of the following best describes the achievement level of the students in this class compared with the average 10th grade student in this school?** (MARK ONE)	**This class consists primarily of students with:** Higher achievement levels .. ① Average achievement levels . ② Lower achievement levels .. ③ Widely differing achievement levels .... ④	**This class consists primarily of students with:** Higher achievement levels .. ① Average achievement levels . ② Lower achievement levels .. ③ Widely differing achievement levels .... ④	**This class consists primarily of students with:** Higher achievement levels .. ① Average achievement levels . ② Lower achievement levels .. ③ Widely differing achievement levels .... ④	**This class consists primarily of students with:** Higher achievement levels .. ① Average achievement levels . ② Lower achievement levels .. ③ Widely differing achievement levels .... ④	**This class consists primarily of students with:** Higher achievement levels .. ① Average achievement levels . ② Lower achievement levels .. ③ Widely differing achievement levels .... ④
5. ○ **How many students are enrolled in this class?**	☐☐ **Students** ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨	☐☐ **Students** ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨	☐☐ **Students** ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨	☐☐ **Students** ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨	☐☐ **Students** ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨
6. How many students in this class are from minority racial/ethnic groups (e.g., Black, Hispanic, Asian)? (If unsure give your best estimate.)	☐☐ **Students** ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨	☐☐ **Students** ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨	☐☐ **Students** ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨	☐☐ **Students** ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨	☐☐ **Students** ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨
7. How were you assigned to teach this class? (MARK ONE)	My department chair or area coordinator assigned it to me .... ① Another school administrator assigned it to me ... ② I decided to teach it ...... ③ It was my turn to teach it ... ④	My department chair or area coordinator assigned it to me .... ① Another school administrator assigned it to me ... ② I decided to teach it ...... ③ It was my turn to teach it ... ④	My department chair or area coordinator assigned it to me .... ① Another school administrator assigned it to me ... ② I decided to teach it ...... ③ It was my turn to teach it ... ④	My department chair or area coordinator assigned it to me .... ① Another school administrator assigned it to me ... ② I decided to teach it ...... ③ It was my turn to teach it ... ④	My department chair or area coordinator assigned it to me .... ① Another school administrator assigned it to me ... ② I decided to teach it ...... ③ It was my turn to teach it ... ④

	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
8. How many Limited-English-Proficient (LEP) students are assigned to this class? A LEP student is a Language Minority student who has limited English language skills.*	☐☐ LEP Students ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨	☐☐ LEP Students ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨	☐☐ LEP Students ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨	☐☐ LEP Students ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨	☐☐ LEP Students ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨
9. Approximately how much homework do you typically assign each day?	Hours plus Minutes ☐☐ ☐☐ ⓪⓪ ⓪⓪ ①① ①① ②② ②② ③③ ③③ ④④ ④④ ⑤⑤ ⑤⑤ ⑥⑥ ⑥⑥ ⑦⑦ ⑦⑦ ⑧⑧ ⑧⑧ ⑨⑨ ⑨⑨	Hours plus Minutes ☐☐ ☐☐ ⓪⓪ ⓪⓪ ①① ①① ②② ②② ③③ ③③ ④④ ④④ ⑤⑤ ⑤⑤ ⑥⑥ ⑥⑥ ⑦⑦ ⑦⑦ ⑧⑧ ⑧⑧ ⑨⑨ ⑨⑨	Hours plus Minutes ☐☐ ☐☐ ⓪⓪ ⓪⓪ ①① ①① ②② ②② ③③ ③③ ④④ ④④ ⑤⑤ ⑤⑤ ⑥⑥ ⑥⑥ ⑦⑦ ⑦⑦ ⑧⑧ ⑧⑧ ⑨⑨ ⑨⑨	Hours plus Minutes ☐☐ ☐☐ ⓪⓪ ⓪⓪ ①① ①① ②② ②② ③③ ③③ ④④ ④④ ⑤⑤ ⑤⑤ ⑥⑥ ⑥⑥ ⑦⑦ ⑦⑦ ⑧⑧ ⑧⑧ ⑨⑨ ⑨⑨	Hours plus Minutes ☐☐ ☐☐ ⓪⓪ ⓪⓪ ①① ①① ②② ②② ③③ ③③ ④④ ④④ ⑤⑤ ⑤⑤ ⑥⑥ ⑥⑥ ⑦⑦ ⑦⑦ ⑧⑧ ⑧⑧ ⑨⑨ ⑨⑨

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*A Limited-English-Proficient student is a Language Minority student, either LEP or NEP, whose native language is one other than English and whose skills in listening to, speaking, reading, or writing English are such that he/she derives little benefit from instruction in English.

	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
10. How often do you do each of the following with homework assignments? (MARK ONE ON EACH LINE)	All of the Time Most of the Time Some of the Time Never	All of the Time Most of the Time Some of the Time Never	All of the Time Most of the Time Some of the Time Never	All of the Time Most of the Time Some of the Time Never	All of the Time Most of the Time Some of the Time Never
a. Keep records of who turned in the assignment . .	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
b. Return assignments with grades or corrections	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
c. Discuss the completed assignment in class	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
11. How many writing assignments of at least one page will a student be required to do in your class this term? (A page is approximately 250 words.) (MARK ONE)	Not applicable . . . . ① None . . . . ② 1-2 assignments . . . . ③ 3-4 assignments . . . . ④ 5-6 assignments . . . . ⑤ 7-8 assignments . . . . ⑥ 9-10 assignments . . . . ⑦ 11 or more assignments . . . . ⑧	Not applicable . . . . ① None . . . . ② 1-2 assignments . . . . ③ 3-4 assignments . . . . ④ 5-6 assignments . . . . ⑤ 7-8 assignments . . . . ⑥ 9-10 assignments . . . . ⑦ 11 or more assignments . . . . ⑧	Not applicable . . . . ① None . . . . ② 1-2 assignments . . . . ③ 3-4 assignments . . . . ④ 5-6 assignments . . . . ⑤ 7-8 assignments . . . . ⑥ 9-10 assignments . . . . ⑦ 11 or more assignments . . . . ⑧	Not applicable . . . . ① None . . . . ② 1-2 assignments . . . . ③ 3-4 assignments . . . . ④ 5-6 assignments . . . . ⑤ 7-8 assignments . . . . ⑥ 9-10 assignments . . . . ⑦ 11 or more assignments . . . . ⑧	Not applicable . . . . ① None . . . . ② 1-2 assignments . . . . ③ 3-4 assignments . . . . ④ 5-6 assignments . . . . ⑤ 7-8 assignments . . . . ⑥ 9-10 assignments . . . . ⑦ 11 or more assignments . . . . ⑧
12. What use do you make of the following instructional materials? (MARK ONE ON EACH LINE)	Primary Resource Used Frequently Secondary Resource Used Frequently Rarely Used Not Used	Primary Resource Used Frequently Secondary Resource Used Frequently Rarely Used Not Used	Primary Resource Used Frequently Secondary Resource Used Frequently Rarely Used Not Used	Primary Resource Used Frequently Secondary Resource Used Frequently Rarely Used Not Used	Primary Resource Used Frequently Secondary Resource Used Frequently Rarely Used Not Used
a. Textbooks	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
b. Reading materials other than textbooks	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
c. Audio-visual materials	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
d. Other	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④

	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
13. Indicate the person or groups who helped determine which particular textbook/workbook you use in this class. (MARK ALL THAT APPLY)	a. I did ① b. The principal ① c. Departmental committee/colleagues ① d. Department head ① e. A district-wide textbook adoption committee ① f. A state-wide textbook adoption committee ① g. Other ①	a. I did ① b. The principal ① c. Departmental committee/colleagues ① d. Department head ① e. A district-wide textbook adoption committee ① f. A state-wide textbook adoption committee ① g. Other ①	a. I did ① b. The principal ① c. Departmental committee/colleagues ① d. Department head ① e. A district-wide textbook adoption committee ① f. A state-wide textbook adoption committee ① g. Other ①	a. I did ① b. The principal ① c. Departmental committee/colleagues ① d. Department head ① e. A district-wide textbook adoption committee ① f. A state-wide textbook adoption committee ① g. Other ①	a. I did ① b. The principal ① c. Departmental committee/colleagues ① d. Department head ① e. A district-wide textbook adoption committee ① f. A state-wide textbook adoption committee ① g. Other ①
14. How prepared do you feel to teach the subject matter covered in this course? (MARK ONE)	Very unprepared 5 Somewhat prepared 4 Adequately prepared 3 Well prepared 2 Very well prepared 1	Very unprepared 5 Somewhat prepared 4 Adequately prepared 3 Well prepared 2 Very well prepared 1	Very unprepared 5 Somewhat prepared 4 Adequately prepared 3 Well prepared 2 Very well prepared 1	Very unprepared 5 Somewhat prepared 4 Adequately prepared 3 Well prepared 2 Very well prepared 1	Very unprepared 5 Somewhat prepared 4 Adequately prepared 3 Well prepared 2 Very well prepared 1
15a. Approximately how many minutes per week does this class meet regularly (exclude lab periods)?	**MINUTES** ☐ ☐ ☐ ⓪ ⓪ ⓪ ① ① ① ② ② ② ③ ③ ③ ④ ④ ④ ⑤ ⑤ ⑤ ⑥ ⑥ ⑥ ⑦ ⑦ ⑦ ⑧ ⑧ ⑧ ⑨ ⑨ ⑨	**MINUTES** ☐ ☐ ☐ ⓪ ⓪ ⓪ ① ① ① ② ② ② ③ ③ ③ ④ ④ ④ ⑤ ⑤ ⑤ ⑥ ⑥ ⑥ ⑦ ⑦ ⑦ ⑧ ⑧ ⑧ ⑨ ⑨ ⑨	**MINUTES** ☐ ☐ ☐ ⓪ ⓪ ⓪ ① ① ① ② ② ② ③ ③ ③ ④ ④ ④ ⑤ ⑤ ⑤ ⑥ ⑥ ⑥ ⑦ ⑦ ⑦ ⑧ ⑧ ⑧ ⑨ ⑨ ⑨	**MINUTES** ☐ ☐ ☐ ⓪ ⓪ ⓪ ① ① ① ② ② ② ③ ③ ③ ④ ④ ④ ⑤ ⑤ ⑤ ⑥ ⑥ ⑥ ⑦ ⑦ ⑦ ⑧ ⑧ ⑧ ⑨ ⑨ ⑨	**MINUTES** ☐ ☐ ☐ ⓪ ⓪ ⓪ ① ① ① ② ② ② ③ ③ ③ ④ ④ ④ ⑤ ⑤ ⑤ ⑥ ⑥ ⑥ ⑦ ⑦ ⑦ ⑧ ⑧ ⑧ ⑨ ⑨ ⑨

	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
15b. Approximately how many minutes per week does this class have lab sessions (e.g., science, math)?	MINUTES ☐ ☐ ☐ ⓪ ⓪ ⓪ ① ① ① ② ② ② ③ ③ ③ ④ ④ ④ ⑤ ⑤ ⑤ ⑥ ⑥ ⑥ ⑦ ⑦ ⑦ ⑧ ⑧ ⑧ ⑨ ⑨ ⑨	MINUTES ☐ ☐ ☐ ⓪ ⓪ ⓪ ① ① ① ② ② ② ③ ③ ③ ④ ④ ④ ⑤ ⑤ ⑤ ⑥ ⑥ ⑥ ⑦ ⑦ ⑦ ⑧ ⑧ ⑧ ⑨ ⑨ ⑨	MINUTES ☐ ☐ ☐ ⓪ ⓪ ⓪ ① ① ① ② ② ② ③ ③ ③ ④ ④ ④ ⑤ ⑤ ⑤ ⑥ ⑥ ⑥ ⑦ ⑦ ⑦ ⑧ ⑧ ⑧ ⑨ ⑨ ⑨	MINUTES ☐ ☐ ☐ ⓪ ⓪ ⓪ ① ① ① ② ② ② ③ ③ ③ ④ ④ ④ ⑤ ⑤ ⑤ ⑥ ⑥ ⑥ ⑦ ⑦ ⑦ ⑧ ⑧ ⑧ ⑨ ⑨ ⑨	MINUTES ☐ ☐ ☐ ⓪ ⓪ ⓪ ① ① ① ② ② ② ③ ③ ③ ④ ④ ④ ⑤ ⑤ ⑤ ⑥ ⑥ ⑥ ⑦ ⑦ ⑦ ⑧ ⑧ ⑧ ⑨ ⑨ ⑨
16. ○ Indicate about what percent of your time is spent each week doing each of the following with this class? (MARK ONE ON EACH LINE)	None <10% 10-24% 25-49% 50-74% 75-100%	None <10% 10-24% 25-49% 50-74% 75-100%	None <10% 10-24% 25-49% 50-74% 75-100%	None <10% 10-24% 25-49% 50-74% 75-100%	None <10% 10-24% 25-49% 50-74% 75-100%
a. Providing instruction to the class as a whole	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥
b. Providing instruction to small groups of students	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥
c. Providing instruction to individual students	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥
d. Maintaining order/disciplining students	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥
e. Administering tests or quizzes	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥
f. Performing routine administrative tasks (e.g., taking attendance, making announcements, etc.)	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥
g. Conducting lab periods	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥

	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
17. How much control do you feel you have IN YOUR CLASSROOM over each of the following areas of your planning and teaching? (MARK ONE ON EACH LINE)					
	No Control ——— Complete Control	No Control ——— Complete Control	No Control ——— Complete Control	No Control ——— Complete Control	No Control ——— Complete Control
a. Selecting textbooks and other instructional materials	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥
b. Selecting content, topics, and skills to be taught	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥
c. Selecting teaching techniques	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥
d. Disciplining students	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥
e. Determining the amount of homework	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥
18. How often do you use the following teaching methods? (MARK ONE ON EACH LINE)	Never **1-3 Times Per Semester** 1-3 Times Per Month **Once a Week** 2-3 Times Per Week **Almost Every Lesson**	Never **1-3 Times Per Semester** 1-3 Times Per Month **Once a Week** 2-3 Times Per Week **Almost Every Lesson**	Never **1-3 Times Per Semester** 1-3 Times Per Month **Once a Week** 2-3 Times Per Week **Almost Every Lesson**	Never **1-3 Times Per Semester** 1-3 Times Per Month **Once a Week** 2-3 Times Per Week **Almost Every Lesson**	Never **1-3 Times Per Semester** 1-3 Times Per Month **Once a Week** 2-3 Times Per Week **Almost Every Lesson**
a. Lecture	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤
b. Film	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤
c. Whole-group discussion	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤
d. Have students respond orally to questions on subject matter	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤
e. Have student-led whole-group discussions	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤
f. Have students work in small groups	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤
g. Have students complete individual written assignments or worksheets in class	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤
h. Have students give oral reports	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤
i. Other	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤

The next series of questions for teachers of English classes should be completed for each class listed on the class list. The columns refer to the same classes that you identified on page 10, Question 1A.

FOR ENGLISH TEACHERS ONLY	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
19. If you are an English teacher, how often do you undertake each of the following activities in this class? (MARK ONE ON EACH LINE)	Every Day 2-3 Times per Week Once a Week 1-2 Times a Month Very Rarely	Every Day 2-3 Times per Week Once a Week 1-2 Times a Month Very Rarely	Every Day 2-3 Times per Week Once a Week 1-2 Times a Month Very Rarely	Every Day 2-3 Times per Week Once a Week 1-2 Times a Month Very Rarely	Every Day 2-3 Times per Week Once a Week 1-2 Times a Month Very Rarely
a. Allow students to choose their own reading materials	a. ① ② ③ ④ ⑤	a. ① ② ③ ④ ⑤	a. ① ② ③ ④ ⑤	a. ① ② ③ ④ ⑤	a. ① ② ③ ④ ⑤
b. Show films, filmstrips, or videotapes	b. ① ② ③ ④ ⑤	b. ① ② ③ ④ ⑤	b. ① ② ③ ④ ⑤	b. ① ② ③ ④ ⑤	b. ① ② ③ ④ ⑤
c. Have students give oral reports	c. ① ② ③ ④ ⑤	c. ① ② ③ ④ ⑤	c. ① ② ③ ④ ⑤	c. ① ② ③ ④ ⑤	c. ① ② ③ ④ ⑤
d. Require written reports on readings	d. ① ② ③ ④ ⑤	d. ① ② ③ ④ ⑤	d. ① ② ③ ④ ⑤	d. ① ② ③ ④ ⑤	d. ① ② ③ ④ ⑤
e. Discuss assigned reading material	e. ① ② ③ ④ ⑤	e. ① ② ③ ④ ⑤	e. ① ② ③ ④ ⑤	e. ① ② ③ ④ ⑤	e. ① ② ③ ④ ⑤
f. Have students read novels, plays, essays, etc.	f. ① ② ③ ④ ⑤	f. ① ② ③ ④ ⑤	f. ① ② ③ ④ ⑤	f. ① ② ③ ④ ⑤	f. ① ② ③ ④ ⑤
g. Have students write impromptu essays	g. ① ② ③ ④ ⑤	g. ① ② ③ ④ ⑤	g. ① ② ③ ④ ⑤	g. ① ② ③ ④ ⑤	g. ① ② ③ ④ ⑤
h. Devote attention to the stages of the writing process	h. ① ② ③ ④ ⑤	h. ① ② ③ ④ ⑤	h. ① ② ③ ④ ⑤	h. ① ② ③ ④ ⑤	h. ① ② ③ ④ ⑤
i. Devote attention to technical aspects and skills of writing	i. ① ② ③ ④ ⑤	i. ① ② ③ ④ ⑤	i. ① ② ③ ④ ⑤	i. ① ② ③ ④ ⑤	i. ① ② ③ ④ ⑤
j. Have students write in styles that encourage their emotional and imaginative development	j. ① ② ③ ④ ⑤	j. ① ② ③ ④ ⑤	j. ① ② ③ ④ ⑤	j. ① ② ③ ④ ⑤	j. ① ② ③ ④ ⑤

20. If you teach an English class, how much emphasis do you give to each of the following topics this semester/term?

(MARK ONE ON EACH LINE)

FOR ENGLISH TEACHERS ONLY	CLASS #1					CLASS #2					CLASS #3					CLASS #4					CLASS #5				
		None	A Little	Moderate	Heavy		None	A Little	Moderate	Heavy		None	A Little	Moderate	Heavy		None	A Little	Moderate	Heavy		None	A Little	Moderate	Heavy
a. Literature study	a.	①	②	③	④	a.	①	②	③	④	a.	①	②	③	④	a.	①	②	③	④	a.	①	②	③	④
b. Fiction	b.	①	②	③	④	b.	①	②	③	④	b.	①	②	③	④	b.	①	②	③	④	b.	①	②	③	④
c. Narrative fiction	c.	①	②	③	④	c.	①	②	③	④	c.	①	②	③	④	c.	①	②	③	④	c.	①	②	③	④
d. Mythology	d.	①	②	③	④	d.	①	②	③	④	d.	①	②	③	④	d.	①	②	③	④	d.	①	②	③	④
e. Poetry	e.	①	②	③	④	e.	①	②	③	④	e.	①	②	③	④	e.	①	②	③	④	e.	①	②	③	④
f. Drama	f.	①	②	③	④	f.	①	②	③	④	f.	①	②	③	④	f.	①	②	③	④	f.	①	②	③	④
g. Exposition	g.	①	②	③	④	g.	①	②	③	④	g.	①	②	③	④	g.	①	②	③	④	g.	①	②	③	④
h. Nonfiction	h.	①	②	③	④	h.	①	②	③	④	h.	①	②	③	④	h.	①	②	③	④	h.	①	②	③	④
i. Formal writing	i.	①	②	③	④	i.	①	②	③	④	i.	①	②	③	④	i.	①	②	③	④	i.	①	②	③	④
j. Grammatical skills	j.	①	②	③	④	j.	①	②	③	④	j.	①	②	③	④	j.	①	②	③	④	j.	①	②	③	④
k. Paragraph development	k.	①	②	③	④	k.	①	②	③	④	k.	①	②	③	④	k.	①	②	③	④	k.	①	②	③	④
l. Development of a thesis argument	l.	①	②	③	④	l.	①	②	③	④	l.	①	②	③	④	l.	①	②	③	④	l.	①	②	③	④
m. Analytical writing	m.	①	②	③	④	m.	①	②	③	④	m.	①	②	③	④	m.	①	②	③	④	m.	①	②	③	④
n. Vocabulary study	n.	①	②	③	④	n.	①	②	③	④	n.	①	②	③	④	n.	①	②	③	④	n.	①	②	③	④

FOR ENGLISH TEACHERS ONLY	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
21. Below are a number of ways in which teachers mark or give written comments on student compositions. Indicate how frequently you use each method with this class. (MARK ONE ON EACH LINE)	**Most of the Time** Sometimes **Rarely** Never	**Most of the Time** Sometimes **Rarely** Never	**Most of the Time** Sometimes **Rarely** Never	**Most of the Time** Sometimes **Rarely** Never	**Most of the Time** Sometimes **Rarely** Never
a. Assign a number, letter grade, judgment (e.g., good, excellent) without any comments	a. ⓪ ① ② ③	a. ⓪ ① ② ③	a. ⓪ ① ② ③	a. ⓪ ① ② ③	a. ⓪ ① ② ③
b. Assign separate numbers, grades or judgments to several aspects of the composition (e.g., content, mechanics, style)	b. ⓪ ① ② ③	b. ⓪ ① ② ③	b. ⓪ ① ② ③	b. ⓪ ① ② ③	b. ⓪ ① ② ③
c. Give a general comment at the end of the essay (written, broad information on the quality of the essay)	c. ⓪ ① ② ③	c. ⓪ ① ② ③	c. ⓪ ① ② ③	c. ⓪ ① ② ③	c. ⓪ ① ② ③
d. Give detailed comments, notes, in the margin and/or between the lines	d. ⓪ ① ② ③	d. ⓪ ① ② ③	d. ⓪ ① ② ③	d. ⓪ ① ② ③	d. ⓪ ① ② ③
e. Give comments on strengths and weaknesses and indicate different types of weak spots and mistakes with symbols and signs	e. ⓪ ① ② ③	e. ⓪ ① ② ③	e. ⓪ ① ② ③	e. ⓪ ① ② ③	e. ⓪ ① ② ③
f. Point out some aspects of strength in each student's writing	f. ⓪ ① ② ③	f. ⓪ ① ② ③	f. ⓪ ① ② ③	f. ⓪ ① ② ③	f. ⓪ ① ② ③
g. Give only positive comments at the end of the essay and make no corrections	g. ⓪ ① ② ③	g. ⓪ ① ② ③	g. ⓪ ① ② ③	g. ⓪ ① ② ③	g. ⓪ ① ② ③
h. Give comments and suggest corrections. After that, the students revise their compositions and write a "final draft"	h. ⓪ ① ② ③	h. ⓪ ① ② ③	h. ⓪ ① ② ③	h. ⓪ ① ② ③	h. ⓪ ① ② ③
i. Give primarily oral feedback	i. ⓪ ① ② ③	i. ⓪ ① ② ③	i. ⓪ ① ② ③	i. ⓪ ① ② ③	i. ⓪ ① ② ③

GO ON TO PART III, PAGE 27

NOTE: So that the four independent teacher questionnaires--English, mathematics, science and history--could be optically scanned as a single document, pages 20 through 26, in the English teacher questionnaire booklet, were left blank intentionally. That is, these blank pages were reserved for the other specific subject matter items asked in the mathematics, science and history teacher questionnaires.

PART III: TEACHER BACKGROUND AND ACTIVITIES

1. What is your sex? (MARK ONE)

○

Male	①
Female	②

2. Which best describes you? (MARK ONE)

○

American Indian or Alaskan Native	①
Asian or Pacific Islander	②
Hispanic, regardless of race	③
Black, not of Hispanic origin	④
White, not of Hispanic origin	⑤

3. What is the date of your birth?

DATE				
Month	Day		Year	
① JAN				
② FEB				
③ MAR	⓪	⓪	⓪	⓪
④ APR	①	①	①	①
⑤ MAY	②	②	②	②
⑥ JUN	③	③	③	③
⑦ JUL		④	④	④
⑧ AUG		⑤	⑤	⑤
⑨ SEP		⑥	⑥	⑥
⑩ OCT		⑦	⑦	⑦
⑪ NOV		⑧		⑧
⑫ DEC		⑨		⑨

4. Counting this year, how many years in total have you taught at either the elementary or secondary level? (IF ANSWER IS ZERO, WRITE "00")

○

a. Number of years taught at the elementary level (K-6) ....

Years	
⓪	⓪
①	①
②	②
③	③
④	④
⑤	⑤
⑥	⑥
⑦	⑦
⑧	⑧
⑨	⑨

b. Number of years taught at the secondary level (7-12) ....

Years	
⓪	⓪
①	①
②	②
③	③
④	④
⑤	⑤
⑥	⑥
⑦	⑦
⑧	⑧
⑨	⑨

5. Counting this year, how many years in total have you taught in this school?

Years	
⓪	⓪
①	①
②	②
③	③
④	④
⑤	⑤
⑥	⑥
⑦	⑦
⑧	⑧
⑨	⑨

6. What is your employment status in this school or school system? (MARK ONE)

○

a. Regular full-time position	①
b. Regular part-time position	②
c. Substitute teacher	③

7. What type of teaching certification do you hold from the state where you teach? (MARK ONE)

○

a. I am not certified **(SKIP TO QUESTION 9)** ←	4
b. Regular or standard certification (standard certification offered in your state)	1
c. Probationary certification (the initial certification issued after satisfying all requirements except the completion of a probationary period)	2
d. Temporary, provisional, or emergency certification (require additional coursework before regular certification can be obtained)	3

8. For each of the following subjects, please indicate whether you are certified in the state where you teach. (MARK ALL THAT APPLY)

○

a. Mathematics	①
b. Science	②
c. English	③
d. History	④

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9. What academic degree do you hold?
○ (MARK ALL THAT APPLY)

a. No degree .... ①
(SKIP TO QUESTION 12)
b. Associate degree .... ①
(SKIP TO QUESTION 12)
c. Bachelor's .... ①
d. Education specialist or professional diploma based on at least one year of work (e.g., credential, 6-year certificate) .... ①
e. Master's .... ①
f. Doctorate .... ①
g. First professional degree (e.g., M.D., L.L.B., J.D., D.D.S.) .... ①

10. What were your major and minor fields of study for your bachelor's degree?
(MARK ALL THAT APPLY)

	Major	Minor
a. Education	①	①
b. English	①	①
c. History (or Social Studies/ Social Science)	①	①
d. Mathematics	①	①
e. Natural/Physical Sciences	①	①
f. Foreign Language	①	①
g. Other (PLEASE SPECIFY)	①	①

MAJOR ☐ MINOR ☐

h. Not applicable, did not receive bachelor's degree .... ①
(SKIP TO QUESTION 12)

11. What were your major and minor fields of study for your highest graduate degree?
(MARK ALL THAT APPLY)

	Major	Minor
a. Education	①	①
b. English	①	①
c. History (or Social Studies/ Social Science)	①	①
d. Mathematics	①	①
e. Natural/Physical Sciences	①	①
f. Foreign Language	①	①
g. Other (PLEASE SPECIFY)	①	①

MAJOR ☐ MINOR ☐

h. Not applicable, did not receive a graduate degree .... ①

12. What is your current department/subject area affiliation? (MARK ALL THAT APPLY)

a. Mathematics .... ①
b. Science .... ①
c. Humanities .... ①
d. English .... ①
e. Foreign language .... ①
f. Social science/Social studies .... ①
g. History .... ①
h. Vocational education .... ①
i. Physical Education .... ①
j. Guidance counseling .... ①
k. Special education .... ①
l. Other .... ①

13. Darken the oval beside the course you teach most frequently.

MATHEMATICS

① General Math
② Pre-Algebra
③ Algebra I
④ Algebra II
⑤ Geometry
⑥ Trigonometry
⑦ Pre-Calculus
⑧ Calculus
⑨ Consumer/Business Math
⑩ Other Math

SCIENCE

⑪ General Science
⑫ General Physical Science
⑬ Earth Science
⑭ Principles of Technology
⑮ Biology
⑯ Chemistry
⑰ Physics
⑱ Other Science

ENGLISH

⑲ Basic English
⑳ Sophomore English
㉑ American Literature
㉒ Comparitive Literature
㉓ Humanities
㉔ Great Books
㉕ Honors English
㉖ Other English

SOCIAL SCIENCE

㉗ World History
㉘ Economics
㉙ Sociology
㉚ U.S. History
㉛ American Government/Civics
㉜ Western Civilization
㉝ Geography
㉞ Psychology
㉟ Area Studies
㊱ Other Social Science

OTHER COURSES

㊲ Foreign Language
㊳ Music
㊴ Computer Science
㊵ Industrial Arts
㊶ Religious Education
㊷ Physical Education
㊸ Family Life Studies
㊹ Typing/Word Processing
㊺ Vocational Education
㊻ Art
㊼ Drama
㊽ Home Economics
㊾ Other Course

14. How many undergraduate and graduate courses have you taken in this subject area you teach most frequently? A course is one that meets 2-5 classroom hours per week during one semester or quarter. (IF TEACHING STATE HISTORY, INCLUDE HISTORY COURSES; IF TEACHING ANY MATH SUBJECT, INCLUDE ALL MATH COURSES.)

Number of courses taken in your most frequently taught subject: (MARK ONE FOR EACH COLUMN)

	A. Undergraduate	**B. Graduate**
None	①	①
2-4 courses	②	②
5-7 courses	③	③
8 or more courses	④	④
Don't remember	⑤	⑤

15. During the current 1989-90 school year, how often do you feel satisfied with your teaching job? (MARK ONE)

Almost never .... ①
Some of the time .... ②
Most of the time .... ③
All of the time .... ④

16. Suppose you could go back to college and START OVER AGAIN: in view of your present knowledge, would you become a teacher? (MARK ONE)

Certainly would not become a teacher .... ①
Probably would not become a teacher .... ②
Chances about even for and against .... ③
Probably would become a teacher .... ④
Certainly would become a teacher .... ⑤

17. In addition to your duties at this school, do you hold any other paying jobs that are either full-time or part-time? (MARK ONE FOR EACH COLUMN)

	A. Full-Time	**B. Part-Time**
No	4	4
(IF NO TO BOTH, SKIP TO QUESTION 19) ←		
Yes, summer only	1	1
Yes, school year only	2	2
Yes, during the entire year	3	3

18. Are these jobs related to the field of education? (MARK ONE)

No .... ①
Yes .... ②

19. What type(s) of support have you received in the last 12 months for in-service education in the subject you teach the majority of the time? (MARK ALL THAT APPLY)

a. None .... ①
b. Released time from teaching .... ②
c. Travel and/or per diem expenses .... ③
d. Stipend(s) .... ④
e. Professional growth credits .... ⑤

20. Please indicate whether you have participated in any of the following activities during the past school year. (MARK ALL THAT APPLY)

a. School-system-sponsored workshops during school year .... ①
b. School-system-sponsored workshops during summer .... ①
c. School-wide curriculum committee .... ①
d. Department curriculum committee .... ①
e. Committee work or special assignment other than curriculum .... ①
f. University extension courses .... ①
g. College courses in EDUCATION during school year .... ①
h. College courses in subject fields OTHER THAN EDUCATION during school year .... ①
i. College courses in EDUCATION during the summer .... ①
j. College courses in subjects OTHER THAN EDUCATION during the summer .... ①
k. Professional growth activities sponsored by professional association(s) .... ①
l. None of the above .... ①

21. During the first semester of the current school year, how many days of teaching did you miss for any reason? (MARK ONE)

No days absent 1
1-2 days absent 2
3-4 days absent 3
5-7 days absent 4
8-11 days absent 5
12 or more days absent 6

22. **How often did a supervisor or official from your school or district formally observe your teaching during the first semester of the current school year?** (MARK ONE)

Not allowed to observe .... ①
Never .... ②
One time only .... ③
Two to three times a semester/term .... ④
At least once a month .... ⑤
At least once a week .... ⑥

23. **For the most recent full school week, please indicate about how much time you spent outside regular school hours on each of the following school-related activities: (if none, write in "00")** (WRITE IN AMOUNT FOR EACH LINE)

	Hours		Minutes	
a. Planning and preparing for teaching				
b. Correcting papers/homework/tests				
c. Other record keeping/paperwork				
d. Meeting with other teachers on lesson planning, curriculum development, guidance				
e. Coordinating a curriculum area or department				
f. Supervising students (field trips, study hall)				
g. Coaching or advising extracurricular activities				
h. Communicating with parents/ parent conference				

Each Hours and Minutes column: ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

Continued on next page

23. **(Continued) For the most recent full school week, please indicate about how much time you spent outside regular school hours on each of the following school-related activities: (if none, write in "00")** (WRITE IN AMOUNT FOR EACH LINE)

i. Tutoring individual students ....

j. Academic counseling with students ....

k. Personal counseling with students ....

l. Informal student/teacher contact ....

m. Keeping up-to-date in my field ....

	i. Hours	i. Minutes	j. Hours	j. Minutes	k. Hours	k. Minutes	l. Hours	l. Minutes	m. Hours	m. Minutes
	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐
	⓪⓪	⓪⓪	⓪⓪	⓪⓪	⓪⓪	⓪⓪	⓪⓪	⓪⓪	⓪⓪	⓪⓪
	①①	①①	①①	①①	①①	①①	①①	①①	①①	①①
	②②	②②	②②	②②	②②	②②	②②	②②	②②	②②
	③③	③③	③③	③③	③③	③③	③③	③③	③③	③③
	④④	④④	④④	④④	④④	④④	④④	④④	④④	④④
	⑤⑤	⑤⑤	⑤⑤	⑤⑤	⑤⑤	⑤⑤	⑤⑤	⑤⑤	⑤⑤	⑤⑤
	⑥⑥	⑥⑥	⑥⑥	⑥⑥	⑥⑥	⑥⑥	⑥⑥	⑥⑥	⑥⑥	⑥⑥
	⑦⑦	⑦⑦	⑦⑦	⑦⑦	⑦⑦	⑦⑦	⑦⑦	⑦⑦	⑦⑦	⑦⑦
	⑧⑧	⑧⑧	⑧⑧	⑧⑧	⑧⑧	⑧⑧	⑧⑧	⑧⑧	⑧⑧	⑧⑧
	⑨⑨	⑨⑨	⑨⑨	⑨⑨	⑨⑨	⑨⑨	⑨⑨	⑨⑨	⑨⑨	⑨⑨

24. **Indicate the importance you give to each of the following in setting grades for students in your classes (exclude special education students).** (MARK ONE ON EACH LINE)

	Not Important	Somewhat Important	Very Important	Extremely Important
a. Absolute level of achievement	①	②	③	④
b. Achievement relative to the rest of the class	①	②	③	④
c. Individual improvement or progress over past performance	①	②	③	④
d. Effort	①	②	③	④
e. Class participation	①	②	③	④
f. Completing homework assignments	①	②	③	④
g. Consistently attending class	①	②	③	④

PART IV. SCHOOL CLIMATE

1. Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements.
(MARK ONE ON EACH LINE)

Strongly Agree
Agree
Agree Somewhat
Disagree Somewhat
Disagree
Strongly Disagree

a. I make a conscious effort to coordinate the content of my courses with teachers in my department/curricular area .... ①②③④⑤⑥

b. You can count on most staff members to help out anywhere, anytime — even though it may not be part of their official assignment .... ①②③④⑤⑥

c. Most of my departmental colleagues share my beliefs and values about the central mission of the school .... ①②③④⑤⑥

d. My success or failure in teaching students is due primarily to factors beyond my control rather than to my own effort and ability .... ①②③④⑤⑥

e. The level of student misbehavior (e.g., noise, horseplay, or fighting in the halls, cafeteria, or student lounge) in this school interferes with my teaching .... ①②③④⑤⑥

f. The principal does a poor job of getting resources for this school .... ①②③④⑤⑥

g. The principal deals effectively with pressures from outside the school that might interfere with my teaching .... ①②③④⑤⑥

h. The principal sets priorities, makes plans, and sees that they are carried out .... ①②③④⑤⑥

i. Many of the students I teach are not capable of learning the material I am supposed to teach them .... ①②③④⑤⑥

j. Goals and priorities for the school are clear .... ①②③④⑤⑥

k. The staff seldom evaluates its programs and activities .... ①②③④⑤⑥

l. Staff members are recognized for a job well done .... ①②③④⑤⑥

m. The amount of student tardiness and class cutting in this school interferes with my teaching .... ①②③④⑤⑥

n. I make a conscious effort to coordinate the content of my course with teachers outside my department/curricular area .... ①②③④⑤⑥

o. The principal knows what kind of school he/she wants and has communicated it to the staff .... ①②③④⑤⑥

p. This school's administration knows the problems faced by the staff .... ①②③④⑤⑥

q. In this school I am encouraged to experiment with my teaching .... ①②③④⑤⑥

2. Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements.
(MARK ONE ON EACH LINE)

Strongly Agree
Agree
Agree Somewhat
Disagree Somewhat
Disagree
Strongly Disagree

a. Routine duties and paperwork interfere with my job of teaching ① ② ③ ④ ⑤ ⑥

b. The department's chair or curricular area coordinator's behavior toward the staff is supportive and encouraging ① ② ③ ④ ⑤ ⑥

c. Teachers in this school are continually learning and seeking new ideas ① ② ③ ④ ⑤ ⑥

d. Necessary materials (e.g., textbooks, supplies, copy machine) are readily available as needed by the staff ① ② ③ ④ ⑤ ⑥

e. There is a great deal of cooperative effort among staff members ① ② ③ ④ ⑤ ⑥

f. There is broad agreement among the entire school faculty about the central mission of the school ① ② ③ ④ ⑤ ⑥

g. I usually look forward to each working day at this school ① ② ③ ④ ⑤ ⑥

h. This school seems like a big family; everyone is so close and cordial ① ② ③ ④ ⑤ ⑥

i. The principal lets staff members know what is expected of them ① ② ③ ④ ⑤ ⑥

j. I sometimes feel it is a waste of time to try to do my best as a teacher ① ② ③ ④ ⑤ ⑥

k. The principal is interested in innovation and new ideas ① ② ③ ④ ⑤ ⑥

l. Rules for student behavior are consistently enforced in this school ① ② ③ ④ ⑤ ⑥

m. The principal usually consults with staff members before he/she makes decisions that affect us ① ② ③ ④ ⑤ ⑥

n. The attitudes and habits students bring to my class greatly reduce their chances for academic success ① ② ③ ④ ⑤ ⑥

o. The level of student drug or alcohol use in this school interferes with my teaching ① ② ③ ④ ⑤ ⑥

p. I am familiar with the content and specific goals of the courses taught by other teachers in my department ① ② ③ ④ ⑤ ⑥

q. The teachers union (or education association) and the school administration work together to improve the achievement of students in this school ① ② ③ ④ ⑤ ⑥

3. Indicate the degree to which each of the following is a problem with students in your school.
(MARK ONE ON EACH LINE)

	Not a Problem	Minor Problem	Moderate Problem	Serious Problem
a. Tardiness	①	②	③	④
b. Absenteeism	①	②	③	④
c. Class cutting	①	②	③	④
d. Physical conflicts among students	①	②	③	④
e. Gang activities	①	②	③	④
f. Robbery or theft	①	②	③	④
g. Vandalism	①	②	③	④
h. Use of alcohol	①	②	③	④
i. Use of illegal drugs	①	②	③	④
j. Possession of weapons	①	②	③	④
k. Physical abuse of teachers	①	②	③	④
l. Verbal abuse of teachers	①	②	③	④
m. Racial/ethnic conflict among students	①	②	③	④

4. When students are successful in achieving intended goals or objectives, it is often attributed to one of the following sources. Which do you believe is the most frequent source of success? (MARK ONE)

Student's home background	①
Student's intellectual ability	②
Student's enthusiasm or perseverance	③
Teacher's attention to the unique interests and abilities of the student	④
Teacher's use of effective methods of teaching	⑤
Teacher's enthusiasm or perseverance	⑥

5. On the scale below, indicate the extent to which you agree or disagree with each of the following statements.
(MARK ONE ON EACH LINE)

	Strongly Disagree	Disagree	Disagree Somewhat	Agree Somewhat	Agree	Strongly Agree
a. If I try really hard, I can get through even to the most difficult or unmotivated students	①	②	③	④	⑤	⑥
b. I feel that it's part of my responsibility to keep students from dropping out of school	①	②	③	④	⑤	⑥
c. If some students in my class are not doing well, I feel that I should change my approach to the subject	①	②	③	④	⑤	⑥
d. By trying a different teaching method, I can significantly affect a student's achievement	①	②	③	④	⑤	⑥
e. There is really very little I can do to insure that most of my students achieve at a high level	①	②	③	④	⑤	⑥
f. I am certain I am making a difference in the lives of my students	①	②	③	④	⑤	⑥

6. How often does racial/ethnic conflict occur among students at your school? (MARK ONE)

Never	①
Rarely	②
Sometimes	③
Often	④

7. Among all the staff in this school:

A. To whom do you turn most often for information and advice about day to day instructional problems? (MARK ONE)

I don't seek advice from anyone at my school .... ⓪ **(SKIP TO QUESTION 8)**
Principal .... ①
Your department chair .... ②
Your area coordinator .... ③
Other colleagues in your department .... ④
Other school staff members .... ⑤

Write in department/curricular area

☐

B. How often do you seek advice from this person in an average month during the school year? (MARK ONE)

0-1 times a month .... ①
2-5 times a month .... ②
6-10 times a month .... ③
Over 10 times a month .... ④

8. To what extent has each of the following people at this school helped you improve your teaching or solve an instructional ○ or class management problem? (MARK ONE ON EACH LINE)

	Did Not Receive Any Help	**Not Helpful**		**Moderately Helpful**		**Extremely Helpful**
a. Principal or school head	①	②	③	④	⑤	⑥
b. Department chair	①	②	③	④	⑤	⑥
c. Other school administrators	①	②	③	④	⑤	⑥
d. Department colleagues	①	②	③	④	⑤	⑥
e. Colleagues outside my department	①	②	③	④	⑤	⑥
f. Personnel group or committee	①	②	③	④	⑤	⑥

9. At this school, how much actual influence do you think teachers have over school policy in each of the areas below? (MARK ONE ON EACH LINE)

	No Influence		**Moderate Influence**		**A Great Deal of Influence**
a. Determining discipline policy	①	②	③	④	⑤
b. Determining the content of inservice programs	①	②	③	④	⑤
c. Setting policy on grouping students in classes by ability	①	②	③	④	⑤
d. Establishing curriculum	①	②	③	④	⑤

10. How often does your department hold staff meetings? (MARK ONE)

a. Never	①
b. 1-3 times per semester	②
c. 1-3 times per month	③
d. Once a week	④
e. 2-3 times per week	⑤

11. To what degree do the following represent your most important teaching goals? (MARK ONE ON EACH LINE)

	Not Important	**Somewhat Important**	**Very Important**	**Extremely Important**
a. I'm happy just to get through the day	①	②	③	④
b. I want to be sure to cover the curriculum	①	②	③	④
c. I want my students to understand and be able to make sense of the subject matter	①	②	③	④
d. I work to insure that as many students as possible perform well on tests	①	②	③	④
e. I want to maintain order and discipline in the classroom	①	②	③	④
f. I work to create lessons so my students will enjoy learning and become independent learners	①	②	③	④
g. I work toward developing the skills needed for my students to become employable adults and responsible citizens	①	②	③	④

12. **Please provide the information requested below so we can reach you if any clarification of your responses is needed.**
○ **(Please print)**

LAST NAME ☐ **FIRST NAME** ☐ **M.I.** ☐ **MAIDEN NAME** ☐

TELEPHONE NUMBER ( ) ☐ **HOME** **BEST TIME OF DAY TO CALL:** ☐ **AM PM**

TELEPHONE NUMBER ( ) ☐ **OFFICE (SCHOOL)** **BEST TIME OF DAY TO CALL:** ☐ **AM PM**

DATE COMPLETED

MONTH		DAY						YEAR
① Jan	⑦ July	①	⑦	⑬	⑲	㉕	㉛	
② Feb	⑧ Aug	②	⑧	⑭	⑳	㉖		○ 1989
③ Mar	⑨ Sep	③	⑨	⑮	㉑	㉗		○ 1990
④ Apr	⑩ Oct	④	⑩	⑯	㉒	㉘		○ 1991
⑤ May	⑪ Nov	⑤	⑪	⑰	㉓	㉙		
⑥ June	⑫ Dec	⑥	⑫	⑱	㉔	㉚		

THANK YOU FOR YOUR COOPERATION.

NATIONAL EDUCATION LONGITUDINAL STUDY OF 1988

NORC-4492
Form Approved
OMB No. 1850-0593
App. Exp.: 1/91

FIRST FOLLOW-UP

TEACHER QUESTIONNAIRE

SCIENCE VERSION

Sponsored by:

U.S. Department of Education
Center for Education Statistics

NORC
A Social Science Research Center
University of Chicago

USES OF THE DATA

The data from this survey will be used by educators and by Federal and State policy makers to address important issues facing the Nation's schools: educational standards, curriculum tracking, dropping out of school, the education of the disadvantaged, the needs of language minority students, incentives for attracting students to the study of science and mathematics, and the features of effective schools.

CONFIDENTIALITY

As a matter of policy, the National Center for Education Statistics is concerned with protecting the privacy of individuals who participate in voluntary surveys. We want to let you know that:

1. Section 406 of the General Education Provisions Act (20-USC 1221e-1) and Public Law 100-297 allow us to ask you the questions in this questionnaire.
2. Your responses will be merged with those of other respondents, and the answers you give will never be identified as yours.
3. You may skip any questions you do not wish to answer; however, we hope you answer as many questions as you can.

ID NUMBER						
⓪	⓪	⓪	⓪	⓪	⓪	Ⓜ
①	①	①	①	①	①	Ⓢ
②	②	②	②	②	②	Ⓔ
③	③	③	③	③	③	Ⓗ
④	④	④	④	④	④	
⑤	⑤	⑤	⑤	⑤	⑤	
⑥	⑥	⑥	⑥	⑥	⑥	
⑦	⑦	⑦	⑦	⑦	⑦	
⑧	⑧	⑧	⑧	⑧	⑧	
⑨	⑨	⑨	⑨	⑨	⑨	

The public reporting burden for this collection of information is estimated to average one hour (60 minutes) per response. Send comments regarding this burden estimate, or any other aspect of this collection of information, to: U.S. Department of Education Information Management and Compliance Division, Washington, D.C., 20202-4651 and to the Office of Management and Budget Paperwork Reduction Project, Washington, D.C., 20503.

Educational Organizations That Have Endorsed NELS:88

American Association of School Administrators (AASA)
National Association of Secondary School Principals
National School Boards Association (NSBA)
The National Catholic Education Association (NCEA)
The National Association of Independent Schools (NAIS)

MARKING DIRECTIONS

- **Use only a soft lead pencil (No. 2 is best).**
- **Make dark marks that fill the oval.**
- **Erase cleanly any answer you wish to change.**
- **Make no stray markings of any kind.**

CORRECT MARKS	INCORRECT MARKS
○●○●	✓☒○◉

EXAMPLE: 1. Will marks made with ballpoint or felt-tip pen be properly read?

○ Yes ● No

Use Soft Lead Pencil Only

TEACHER QUESTIONNAIRE
Science Version

INTRODUCTION

This questionnaire is part of a major longitudinal study designed to provide trend data about critical transitions experienced by young people as they develop, attend school, and embark on their careers. Your school has agreed to participate in this study and has allowed us to resurvey those students who were selected as part of a random sample when they were in eighth grade. A list of these sampled students should be attached to the cover of this questionnaire. (If the list is missing, please report the problem to the study coordinator at your school — the person who distributed this questionnaire to you.) You have been identified as a teacher of one or more of the sampled students. We are seeking information from you to supplement other study data about these students.

This questionnaire has four very different sections:

- Part I asks you questions about the characteristics and behaviors of the sampled students whom you have in one of your classes this semester/term. Individual students are referred to by "Student Number," as shown in the List of Students attached to the cover of this questionnaire. Part I asks you to write the student's initials below the student's number. If you have more than sixteen students on your list of students, your packet should contain a "Continuation Booklet" for use in answering questions about students 17 and above.

- Part II asks a series of questions about specific, designated classes. The particular class or classes for which information is being requested is indicated on a Class List sheet attached to the cover page of this questionnaire. As you will see, Part II contains room for responses on a maximum of five classes. You may not need all five response columns. Use only as many columns as you need to respond separately for each of the classes listed on the attached class list. In the unlikely event that your class list contains more than five different classes, use your "Continuation Booklet" for answering questions about classes numbered 6 and above.

- Part III requests some general background information about you.

- Part IV asks a series of questions about your school's climate.

Please answer directly on the questionnaire by darkening the appropriate oval or by writing your response in the space provided.

We realize that you are very busy; however, we would appreciate it if you would complete the questionnaire and return it to your NELS:88 School Coordinator within the next two weeks (or sooner, if asked by the coordinator). To protect the confidentiality of your responses, we suggest that you return the completed questionnaire in the confidential return envelope provided for this purpose.

Thank you very much for your help.

PART I: STUDENT INFORMATION

Please answer the questions in this section for each student listed on the attached Student List. Fill in the oval corresponding to the appropriate responses to Questions 1-23 in the first column for the first listed student. Continue until you have completed a column for each student listed on the Student List. Questions 2-23 apply only to students who are enrolled in the class listed next to their name on the Student List (a "Yes" response to Question 1.) NOTE: DK-Don't Know, NN-Not Necessary.

STUDENT NUMBER (from attached list) Please write the student's initials below the number	**Student 01**	**Student 02**	**Student 03**	**Student 04**	**Student 05**	**Student 06**	**Student 07**	**Student 08**	**Student 09**	**Student 10**	**Student 11**	**Student 12**	**Student 13**	**Student 14**	**Student 15**	**Student 16**
Before answering the questions about this student, write the "Code Number" (second Column on the Student List attached to the front cover of the questionnaire) in the box and darken the oval that corresponds to that number.	☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
1. Is this student assigned to the class shown on the fourth column of the Student List? **IF NO, GO TO THE NEXT STUDENT LISTED AND ANSWER IN THE NEXT COLUMN.** **Questions 2-22 apply only to students for whom your answer to Question 1 is yes.**	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No
2. Does this student usually work hard for good grades?	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK

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STUDENT NUMBER (from attached list). Please write the student's initials below the number	**Student 01**	**Student 02**	**Student 03**	**Student 04**	**Student 05**	**Student 06**	**Student 07**	**Student 08**	**Student 09**	**Student 10**	**Student 11**	**Student 12**	**Student 13**	**Student 14**	**Student 15**	**Student 16**
3. Does this student seem to relate well to other students?	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK
4. Will this student probably go to college?	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK
5. Does this student talk with you outside of class about school work, plans, or personal matters?	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK
6. Have you spoken with the student's parents this semester about the following?																
a. Student's academic performance	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN
b. Student's behavior in school	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN
c. Student's homework assignments	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN
d. Student's absenteeism	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN
7. How involved are the parents of this student in his/her academic performance?																
Not involved .... Somewhat involved .... Very involved .... Don't know	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④

STUDENT NUMBER (from attached list) Please write the student's initials below the number	**Student 01**	**Student 02**	**Student 03**	**Student 04**	**Student 05**	**Student 06**	**Student 07**	**Student 08**	**Student 09**	**Student 10**	**Student 11**	**Student 12**	**Student 13**	**Student 14**	**Student 15**	**Student 16**
8. Has this student fallen behind in school work because of a health problem?	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK
9. Do you feel this student has a learning disability that affects his or her school work?	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK
10. Do you feel this student has a physical or emotional handicap that affects his or her school work?	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK
11. ○ Is this student a Language Minority student? A Language Minority (LM) student is a student in whose home a non-English language is typically spoken.*	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK
12. ○ Is this student a Limited-English Proficient (LEP) student? An LEP student is a Language Minority student who has limited English language skills.**	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK
13. Is this class . . .																
Too difficult for this student?	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①
Not challenging enough for this student?	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②
The appropriate level for this student?	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③

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*A Language Minority student is a fully English proficient student in whose home a non-English language is typically spoken. This group includes students whose English is fluent enough to benefit from instruction in academic subjects offered in English.

**A Limited-English-Proficient student is a Language Minority student, either LEP or NEP, whose native language is one other than English and whose skills in listening to, speaking, reading, or writing English are such that he/she derives little benefit from school instruction delivered in English.

STUDENT NUMBER (from attached list) Please write the student's initials below the number.	Student 01	Student 02	Student 03	Student 04	Student 05	Student 06	Student 07	Student 08	Student 09	Student 10	Student 11	Student 12	Student 13	Student 14	Student 15	Student 16
14. Have you recommended this student for academic honors, advanced placement, or honor classes?																
Not available at this school	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①
Yes	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②
No	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③
15. How often does this student complete homework assignments?																
Never	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①
Rarely	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②
Some of the time	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③
Most of the time	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④
All of the time	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
Don't know	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥
16. How often is this student absent?																
Never	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①
Rarely	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②
Some of the time	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③
Most of the time	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④
All of the time	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
Don't know	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥
17. How often is this student tardy?																
Never	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①
Rarely	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②
Some of the time	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③
Most of the time	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④
All of the time	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
Don't know	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥

STUDENT NUMBER (from attached list) Please write the student's initials below the number.	Student 01	Student 02	Student 03	Student 04	Student 05	Student 06	Student 07	Student 08	Student 09	Student 10	Student 11	Student 12	Student 13	Student 14	Student 15	Student 16
18. How often is this student attentive in class?																
Never	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①
Rarely	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②
Some of the time	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③
Most of the time	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④
All of the time	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
Don't know	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥
19. Is this student exceptionally passive or withdrawn?	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK
20. How often is this student disruptive in class?																
Never	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①
Rarely	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②
Some of the time	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③
Most of the time	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④
All of the time	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
Don't know	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥
21. Have you spoken to a guidance counselor or a school services person this semester about the following?																
a. Student's academic performance	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN
b. Student's behavior in school	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN

STUDENT NUMBER (from attached list) Please write the student's initials below the number	**Student 01**	**Student 02**	**Student 03**	**Student 04**	**Student 05**	**Student 06**	**Student 07**	**Student 08**	**Student 09**	**Student 10**	**Student 11**	**Student 12**	**Student 13**	**Student 14**	**Student 15**	**Student 16**
21. Have you spoken to a guidance counselor or a school services person this semester about the following? (Continued)																
c. Student's homework assignments	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN
d. Student's absenteeism	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN
22. Is this student at risk of ○ dropping out of high school?	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK

WHEN YOU HAVE COMPLETED A COLUMN FOR ALL THE STUDENTS LISTED ON THE STUDENT LIST, GO TO QUESTION 1, PART II.

PART II: CLASS INFORMATION

Please answer the following questions for each class designated on the list attached to the cover of the questionnaire. Answers in this section should refer only to SPRING 1990 CLASSES.

	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
1A. Write in the Class Number from the first column of the Class List (attached to the front cover of the questionnaire) in the box and darken the ovals that correspond with that number.	**Class Number** ☐☐ ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨	☐☐ ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨	☐☐ ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨	☐☐ ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨	☐☐ ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨
1B. ○ **Write the Class Title (column two) indicated on the Class List in the box. (PLEASE DO NOT WRITE OUTSIDE THIS BOX.)**	**TITLE** ☐	**TITLE** ☐	**TITLE** ☐	**TITLE** ☐	**TITLE** ☐
2. Are you currently teaching this class? **IF NO, GO TO THE NEXT CLASS IN THE NEXT COLUMN.** **AFTER YOU HAVE COMPLETED A COLUMN FOR ALL THE CLASSES INDICATED ON THE CLASS LIST, GO TO QUESTION 1, PART III.**	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No
3. ○ **Which of the following best describes the "track" this class is considered to be?** (MARK ONE)	Academic .... ① Advanced or honors .... ② General .... ③ Vocational/technical/ business .... ④ Other .... ⑤	Academic .... ① Advanced or honors .... ② General .... ③ Vocational/technical/ business .... ④ Other .... ⑤	Academic .... ① Advanced or honors .... ② General .... ③ Vocational/technical/ business .... ④ Other .... ⑤	Academic .... ① Advanced or honors .... ② General .... ③ Vocational/technical/ business .... ④ Other .... ⑤	Academic .... ① Advanced or honors .... ② General .... ③ Vocational/technical/ business .... ④ Other .... ⑤

	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
4. ○ Which of the following best describes the achievement level of the students in this class compared with the average 10th grade student in this school? (MARK ONE)	**This class consists primarily of students with:** Higher achievement levels . . ① Average achievement levels . ② Lower achievement levels . . ③ Widely differing achievement levels . . . . ④	**This class consists primarily of students with:** Higher achievement levels . . ① Average achievement levels . ② Lower achievement levels . . ③ Widely differing achievement levels . . . . ④	**This class consists primarily of students with:** Higher achievement levels . . ① Average achievement levels . ② Lower achievement levels . . ③ Widely differing achievement levels . . . . ④	**This class consists primarily of students with:** Higher achievement levels . . ① Average achievement levels . ② Lower achievement levels . . ③ Widely differing achievement levels . . . . ④	**This class consists primarily of students with:** Higher achievement levels . . ① Average achievement levels . ② Lower achievement levels . . ③ Widely differing achievement levels . . . . ④
5. ○ How many students are enrolled in this class?	☐☐ **Students** ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨	☐☐ **Students** ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨	☐☐ **Students** ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨	☐☐ **Students** ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨	☐☐ **Students** ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨
6. **How many students in this class are from minority racial/ethnic groups (e.g., Black, Hispanic, Asian)?** (If unsure give your best estimate.)	☐☐ **Students** ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨	☐☐ **Students** ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨	☐☐ **Students** ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨	☐☐ **Students** ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨	☐☐ **Students** ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨
7. How were you assigned to teach this class? (MARK ONE)	My department chair or area coordinator assigned it to me . . . . ① Another school administrator assigned it to me . . . ② I decided to teach it . . . . . . ③ It was my turn to teach it . . . ④	My department chair or area coordinator assigned it to me . . . . ① Another school administrator assigned it to me . . . ② I decided to teach it . . . . . . ③ It was my turn to teach it . . . ④	My department chair or area coordinator assigned it to me . . . . ① Another school administrator assigned it to me . . . ② I decided to teach it . . . . . . ③ It was my turn to teach it . . . ④	My department chair or area coordinator assigned it to me . . . . ① Another school administrator assigned it to me . . . ② I decided to teach it . . . . . . ③ It was my turn to teach it . . . ④	My department chair or area coordinator assigned it to me . . . . ① Another school administrator assigned it to me . . . ② I decided to teach it . . . . . . ③ It was my turn to teach it . . . ④

	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
8. How many Limited-English-Proficient (LEP) students are assigned to this class? A LEP student is a Language Minority student who has limited English language skills.*	LEP Students ☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨	LEP Students ☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨	LEP Students ☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨	LEP Students ☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨	LEP Students ☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨
9. Approximately how much homework do you typically assign each day?	Hours plus Minutes ☐☐ ☐☐ ⓪⓪ ⓪⓪ ①① ①① ②② ②② ③③ ③③ ④④ ④④ ⑤⑤ ⑤⑤ ⑥⑥ ⑥⑥ ⑦⑦ ⑦⑦ ⑧⑧ ⑧⑧ ⑨⑨ ⑨⑨	Hours plus Minutes ☐☐ ☐☐ ⓪⓪ ⓪⓪ ①① ①① ②② ②② ③③ ③③ ④④ ④④ ⑤⑤ ⑤⑤ ⑥⑥ ⑥⑥ ⑦⑦ ⑦⑦ ⑧⑧ ⑧⑧ ⑨⑨ ⑨⑨	Hours plus Minutes ☐☐ ☐☐ ⓪⓪ ⓪⓪ ①① ①① ②② ②② ③③ ③③ ④④ ④④ ⑤⑤ ⑤⑤ ⑥⑥ ⑥⑥ ⑦⑦ ⑦⑦ ⑧⑧ ⑧⑧ ⑨⑨ ⑨⑨	Hours plus Minutes ☐☐ ☐☐ ⓪⓪ ⓪⓪ ①① ①① ②② ②② ③③ ③③ ④④ ④④ ⑤⑤ ⑤⑤ ⑥⑥ ⑥⑥ ⑦⑦ ⑦⑦ ⑧⑧ ⑧⑧ ⑨⑨ ⑨⑨	Hours plus Minutes ☐☐ ☐☐ ⓪⓪ ⓪⓪ ①① ①① ②② ②② ③③ ③③ ④④ ④④ ⑤⑤ ⑤⑤ ⑥⑥ ⑥⑥ ⑦⑦ ⑦⑦ ⑧⑧ ⑧⑧ ⑨⑨ ⑨⑨

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*A Limited-English-Proficient student is a Language Minority student, either LEP or NEP, whose native language is one other than English and whose skills in listening to, speaking, reading, or writing English are such that he/she derives little benefit from instruction in English.

	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
10. How often do you do each of the following with homework assignments? (MARK ONE ON EACH LINE)	All of the Time Most of the Time Some of the Time Never	All of the Time Most of the Time Some of the Time Never	All of the Time Most of the Time Some of the Time Never	All of the Time Most of the Time Some of the Time Never	All of the Time Most of the Time Some of the Time Never
a. Keep records of who turned in the assignment	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
b. Return assignments with grades or corrections	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
c. Discuss the completed assignment in class	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
11. How many writing assignments of at least one page will a student be required to do in your class this term? (A page is approximately 250 words.) (MARK ONE)	Not applicable ① None ② 1-2 assignments ③ 3-4 assignments ④ 5-6 assignments ⑤ 7-8 assignments ⑥ 9-10 assignments ⑦ 11 or more assignments ⑧	Not applicable ① None ② 1-2 assignments ③ 3-4 assignments ④ 5-6 assignments ⑤ 7-8 assignments ⑥ 9-10 assignments ⑦ 11 or more assignments ⑧	Not applicable ① None ② 1-2 assignments ③ 3-4 assignments ④ 5-6 assignments ⑤ 7-8 assignments ⑥ 9-10 assignments ⑦ 11 or more assignments ⑧	Not applicable ① None ② 1-2 assignments ③ 3-4 assignments ④ 5-6 assignments ⑤ 7-8 assignments ⑥ 9-10 assignments ⑦ 11 or more assignments ⑧	Not applicable ① None ② 1-2 assignments ③ 3-4 assignments ④ 5-6 assignments ⑤ 7-8 assignments ⑥ 9-10 assignments ⑦ 11 or more assignments ⑧
12. What use do you make of the following instructional materials? (MARK ONE ON EACH LINE)	Primary Resource Used Frequently Secondary Resource Used Frequently Rarely Used Not Used	Primary Resource Used Frequently Secondary Resource Used Frequently Rarely Used Not Used	Primary Resource Used Frequently Secondary Resource Used Frequently Rarely Used Not Used	Primary Resource Used Frequently Secondary Resource Used Frequently Rarely Used Not Used	Primary Resource Used Frequently Secondary Resource Used Frequently Rarely Used Not Used
a. Textbooks	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
b. Reading materials other than textbooks	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
c. Audio-visual materials	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
d. Other	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④

	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
13. Indicate the person or groups who helped determine which particular textbook/workbook you use in this class. (MARK ALL THAT APPLY)	a. I did ① b. The principal ① c. Departmental committee/colleagues ① d. Department head ① e. A district-wide textbook adoption committee ① f. A state-wide textbook adoption committee ① g. Other ①	a. I did ① b. The principal ① c. Departmental committee/colleagues ① d. Department head ① e. A district-wide textbook adoption committee ① f. A state-wide textbook adoption committee ① g. Other ①	a. I did ① b. The principal ① c. Departmental committee/colleagues ① d. Department head ① e. A district-wide textbook adoption committee ① f. A state-wide textbook adoption committee ① g. Other ①	a. I did ① b. The principal ① c. Departmental committee/colleagues ① d. Department head ① e. A district-wide textbook adoption committee ① f. A state-wide textbook adoption committee ① g. Other ①	a. I did ① b. The principal ① c. Departmental committee/colleagues ① d. Department head ① e. A district-wide textbook adoption committee ① f. A state-wide textbook adoption committee ① g. Other ①
14. How prepared do you feel to teach the subject matter covered in this course? (MARK ONE)	Very unprepared 5 Somewhat prepared 4 Adequately prepared 3 Well prepared 2 Very well prepared 1	Very unprepared 5 Somewhat prepared 4 Adequately prepared 3 Well prepared 2 Very well prepared 1	Very unprepared 5 Somewhat prepared 4 Adequately prepared 3 Well prepared 2 Very well prepared 1	Very unprepared 5 Somewhat prepared 4 Adequately prepared 3 Well prepared 2 Very well prepared 1	Very unprepared 5 Somewhat prepared 4 Adequately prepared 3 Well prepared 2 Very well prepared 1
15a. Approximately how many minutes per week does this class meet regularly (exclude lab periods)?	MINUTES ☐☐☐ ⓪⓪⓪ ①①① ②②② ③③③ ④④④ ⑤⑤⑤ ⑥⑥⑥ ⑦⑦⑦ ⑧⑧⑧ ⑨⑨⑨	MINUTES ☐☐☐ ⓪⓪⓪ ①①① ②②② ③③③ ④④④ ⑤⑤⑤ ⑥⑥⑥ ⑦⑦⑦ ⑧⑧⑧ ⑨⑨⑨	MINUTES ☐☐☐ ⓪⓪⓪ ①①① ②②② ③③③ ④④④ ⑤⑤⑤ ⑥⑥⑥ ⑦⑦⑦ ⑧⑧⑧ ⑨⑨⑨	MINUTES ☐☐☐ ⓪⓪⓪ ①①① ②②② ③③③ ④④④ ⑤⑤⑤ ⑥⑥⑥ ⑦⑦⑦ ⑧⑧⑧ ⑨⑨⑨	MINUTES ☐☐☐ ⓪⓪⓪ ①①① ②②② ③③③ ④④④ ⑤⑤⑤ ⑥⑥⑥ ⑦⑦⑦ ⑧⑧⑧ ⑨⑨⑨

	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
15b. Approximately how many minutes per week does this class have lab sessions (e.g., science, math)?	MINUTES ⓪ ⓪ ⓪ ① ① ① ② ② ② ③ ③ ③ ④ ④ ④ ⑤ ⑤ ⑤ ⑥ ⑥ ⑥ ⑦ ⑦ ⑦ ⑧ ⑧ ⑧ ⑨ ⑨ ⑨	MINUTES ⓪ ⓪ ⓪ ① ① ① ② ② ② ③ ③ ③ ④ ④ ④ ⑤ ⑤ ⑤ ⑥ ⑥ ⑥ ⑦ ⑦ ⑦ ⑧ ⑧ ⑧ ⑨ ⑨ ⑨	MINUTES ⓪ ⓪ ⓪ ① ① ① ② ② ② ③ ③ ③ ④ ④ ④ ⑤ ⑤ ⑤ ⑥ ⑥ ⑥ ⑦ ⑦ ⑦ ⑧ ⑧ ⑧ ⑨ ⑨ ⑨	MINUTES ⓪ ⓪ ⓪ ① ① ① ② ② ② ③ ③ ③ ④ ④ ④ ⑤ ⑤ ⑤ ⑥ ⑥ ⑥ ⑦ ⑦ ⑦ ⑧ ⑧ ⑧ ⑨ ⑨ ⑨	MINUTES ⓪ ⓪ ⓪ ① ① ① ② ② ② ③ ③ ③ ④ ④ ④ ⑤ ⑤ ⑤ ⑥ ⑥ ⑥ ⑦ ⑦ ⑦ ⑧ ⑧ ⑧ ⑨ ⑨ ⑨
16. ☐ Indicate about what percent of your time is spent each week doing each of the following with this class? (MARK ONE ON EACH LINE)	None / <10% / 10-24% / 25-49% / 50-74% / 75-100%	None / <10% / 10-24% / 25-49% / 50-74% / 75-100%	None / <10% / 10-24% / 25-49% / 50-74% / 75-100%	None / <10% / 10-24% / 25-49% / 50-74% / 75-100%	None / <10% / 10-24% / 25-49% / 50-74% / 75-100%
a. Providing instruction to the class as a whole	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥
b. Providing instruction to small groups of students	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥
c. Providing instruction to individual students	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥
d. Maintaining order/disciplining students	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥
e. Administering tests or quizzes	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥
f. Performing routine administrative tasks (e.g., taking attendance, making announcements, etc.)	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥
g. Conducting lab periods	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥

	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
17. How much control do you feel you have IN YOUR CLASSROOM over each of the following areas of your planning and teaching? (MARK ONE ON EACH LINE)	No Control —— Complete Control	No Control —— Complete Control	No Control —— Complete Control	No Control —— Complete Control	No Control —— Complete Control
a. Selecting textbooks and other instructional materials	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥
b. Selecting content, topics, and skills to be taught	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥
c. Selecting teaching techniques	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥
d. Disciplining students	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥
e. Determining the amount of homework	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥
18. How often do you use the following teaching methods? (MARK ONE ON EACH LINE)	Never 1-3 Times Per Semester 1-3 Times Per Month Once a Week 2-3 Times Per Week Almost Every Lesson	Never 1-3 Times Per Semester 1-3 Times Per Month Once a Week 2-3 Times Per Week Almost Every Lesson	Never 1-3 Times Per Semester 1-3 Times Per Month Once a Week 2-3 Times Per Week Almost Every Lesson	Never 1-3 Times Per Semester 1-3 Times Per Month Once a Week 2-3 Times Per Week Almost Every Lesson	Never 1-3 Times Per Semester 1-3 Times Per Month Once a Week 2-3 Times Per Week Almost Every Lesson
a. Lecture	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤
b. Film	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤
c. Whole-group discussion	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤
d. Have students respond orally to questions on subject matter	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤
e. Have student-led whole-group discussions	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤
f. Have students work in small groups	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤
g. Have students complete individual written assignments or worksheets in class	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤
h. Have students give oral reports	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤
i. Other	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤

The next series of questions for teachers of science classes should be completed for each class listed on the class list. The columns refer to the same classes that you identified on page 10, Question 1A.

FOR SCIENCE TEACHERS ONLY	CLASS #1				CLASS #2				CLASS #3				CLASS #4				CLASS #5			
19. In your science class, how much emphasis do you give to the following objectives? ○ (MARK ONE ON EACH LINE)	None	A Little	Moderate	Heavy	None	A Little	Moderate	Heavy	None	A Little	Moderate	Heavy	None	A Little	Moderate	Heavy	None	A Little	Moderate	Heavy
a. Increase students' interest in science	a. ①	②	③	④	a. ①	②	③	④	a. ①	②	③	④	a. ①	②	③	④	a. ①	②	③	④
b. Teach scientific facts and principles	b. ①	②	③	④	b. ①	②	③	④	b. ①	②	③	④	b. ①	②	③	④	b. ①	②	③	④
c. Teach scientific methods	c. ①	②	③	④	c. ①	②	③	④	c. ①	②	③	④	c. ①	②	③	④	c. ①	②	③	④
d. Prepare students for further study in science	d. ①	②	③	④	d. ①	②	③	④	d. ①	②	③	④	d. ①	②	③	④	d. ①	②	③	④
e. Develop problem solving/inquiry skills	e. ①	②	③	④	e. ①	②	③	④	e. ①	②	③	④	e. ①	②	③	④	e. ①	②	③	④
f. Develop skills in lab techniques	f. ①	②	③	④	f. ①	②	③	④	f. ①	②	③	④	f. ①	②	③	④	f. ①	②	③	④
g. Increase awareness of the importance of science in daily life	g. ①	②	③	④	g. ①	②	③	④	g. ①	②	③	④	g. ①	②	③	④	g. ①	②	③	④
h. Develop systematic observation skills	h. ①	②	③	④	h. ①	②	③	④	h. ①	②	③	④	h. ①	②	③	④	h. ①	②	③	④
i. Learning about applications of science to environmental issues	i. ①	②	③	④	i. ①	②	③	④	i. ①	②	③	④	i. ①	②	③	④	i. ①	②	③	④
j. Develop scientific writing skills	j. ①	②	③	④	j. ①	②	③	④	j. ①	②	③	④	j. ①	②	③	④	j. ①	②	③	④

FOR SCIENCE TEACHERS ONLY	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
20. How often do you do each of the following activities in this class? (MARK ONE ON EACH LINE)	**Every Day** 2-3 Times per Week **Once a Week** 1-2 Times a Month **Very Rarely**	**Every Day** 2-3 Times per Week **Once a Week** 1-2 Times a Month **Very Rarely**	**Every Day** 2-3 Times per Week **Once a Week** 1-2 Times a Month **Very Rarely**	**Every Day** 2-3 Times per Week **Once a Week** 1-2 Times a Month **Very Rarely**	**Every Day** 2-3 Times per Week **Once a Week** 1-2 Times a Month **Very Rarely**
a. Go on field trips	a. ① ② ③ ④ ⑤	a. ① ② ③ ④ ⑤	a. ① ② ③ ④ ⑤	a. ① ② ③ ④ ⑤	a. ① ② ③ ④ ⑤
b. Show films, filmstrips, or videotapes	b. ① ② ③ ④ ⑤	b. ① ② ③ ④ ⑤	b. ① ② ③ ④ ⑤	b. ① ② ③ ④ ⑤	b. ① ② ③ ④ ⑤
c. Have students do an experiment or systematic observation in class	c. ① ② ③ ④ ⑤	c. ① ② ③ ④ ⑤	c. ① ② ③ ④ ⑤	c. ① ② ③ ④ ⑤	c. ① ② ③ ④ ⑤
d. Demonstrate an experiment or lead students in systematic observations	d. ① ② ③ ④ ⑤	d. ① ② ③ ④ ⑤	d. ① ② ③ ④ ⑤	d. ① ② ③ ④ ⑤	d. ① ② ③ ④ ⑤
e. Require students to turn in written reports on experiments or systematic observations	e. ① ② ③ ④ ⑤	e. ① ② ③ ④ ⑤	e. ① ② ③ ④ ⑤	e. ① ② ③ ④ ⑤	e. ① ② ③ ④ ⑤
f. Discuss current issues and events in science	f. ① ② ③ ④ ⑤	f. ① ② ③ ④ ⑤	f. ① ② ③ ④ ⑤	f. ① ② ③ ④ ⑤	f. ① ② ③ ④ ⑤
g. Have students read supplementary materials	g. ① ② ③ ④ ⑤	g. ① ② ③ ④ ⑤	g. ① ② ③ ④ ⑤	g. ① ② ③ ④ ⑤	g. ① ② ③ ④ ⑤
h. Have students give oral reports	h. ① ② ③ ④ ⑤	h. ① ② ③ ④ ⑤	h. ① ② ③ ④ ⑤	h. ① ② ③ ④ ⑤	h. ① ② ③ ④ ⑤
i. Use computers for science or laboratory instruction	i. ① ② ③ ④ ⑤	i. ① ② ③ ④ ⑤	i. ① ② ③ ④ ⑤	i. ① ② ③ ④ ⑤	i. ① ② ③ ④ ⑤
j. Discuss current magazine articles or books related to science	j. ① ② ③ ④ ⑤	j. ① ② ③ ④ ⑤	j. ① ② ③ ④ ⑤	j. ① ② ③ ④ ⑤	j. ① ② ③ ④ ⑤
k. Discuss television programs about science	k. ① ② ③ ④ ⑤	k. ① ② ③ ④ ⑤	k. ① ② ③ ④ ⑤	k. ① ② ③ ④ ⑤	k. ① ② ③ ④ ⑤
l. Have students independently design and conduct their own science projects	l. ① ② ③ ④ ⑤	l. ① ② ③ ④ ⑤	l. ① ② ③ ④ ⑤	l. ① ② ③ ④ ⑤	l. ① ② ③ ④ ⑤
m. Require written reports on outside readings	m. ① ② ③ ④ ⑤	m. ① ② ③ ④ ⑤	m. ① ② ③ ④ ⑤	m. ① ② ③ ④ ⑤	m. ① ② ③ ④ ⑤
n. Discuss career opportunities in scientific and technological fields	n. ① ② ③ ④ ⑤	n. ① ② ③ ④ ⑤	n. ① ② ③ ④ ⑤	n. ① ② ③ ④ ⑤	n. ① ② ③ ④ ⑤
o. Discuss controversial inventions and technologies	o. ① ② ③ ④ ⑤	o. ① ② ③ ④ ⑤	o. ① ② ③ ④ ⑤	o. ① ② ③ ④ ⑤	o. ① ② ③ ④ ⑤

FOR SCIENCE TEACHERS ONLY	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
21. If you teach a Biology class, do you teach or review the following topics this semester/term? I do not teach Biology ..... ○ (MARK ONE ON EACH LINE)	**Topic Not in School Curriculum** **No, It will be taught later** **No, It was taught previously** **Yes, I review it only** **Yes, I teach it as new content**	**Topic Not in School Curriculum** **No, It will be taught later** **No, It was taught previously** **Yes, I review it only** **Yes, I teach it as new content**	**Topic Not in School Curriculum** **No, It will be taught later** **No, It was taught previously** **Yes, I review it only** **Yes, I teach it as new content**	**Topic Not in School Curriculum** **No, It will be taught later** **No, It was taught previously** **Yes, I review it only** **Yes, I teach it as new content**	**Topic Not in School Curriculum** **No, It will be taught later** **No, It was taught previously** **Yes, I review it only** **Yes, I teach it as new content**
a. Cell structure and function	a. ① ② ③ ④ ⑤	a. ① ② ③ ④ ⑤	a. ① ② ③ ④ ⑤	a. ① ② ③ ④ ⑤	a. ① ② ③ ④ ⑤
b. Concept of a gene	b. ① ② ③ ④ ⑤	b. ① ② ③ ④ ⑤	b. ① ② ③ ④ ⑤	b. ① ② ③ ④ ⑤	b. ① ② ③ ④ ⑤
c. Diversity of life	c. ① ② ③ ④ ⑤	c. ① ② ③ ④ ⑤	c. ① ② ③ ④ ⑤	c. ① ② ③ ④ ⑤	c. ① ② ③ ④ ⑤
d. Metabolism of the organism	d. ① ② ③ ④ ⑤	d. ① ② ③ ④ ⑤	d. ① ② ③ ④ ⑤	d. ① ② ③ ④ ⑤	d. ① ② ③ ④ ⑤
e. Regulation of the organism	e. ① ② ③ ④ ⑤	e. ① ② ③ ④ ⑤	e. ① ② ③ ④ ⑤	e. ① ② ③ ④ ⑤	e. ① ② ③ ④ ⑤
f. Coordination and behavior of the organism	f. ① ② ③ ④ ⑤	f. ① ② ③ ④ ⑤	f. ① ② ③ ④ ⑤	f. ① ② ③ ④ ⑤	f. ① ② ③ ④ ⑤
g. Reproduction and development of plants	g. ① ② ③ ④ ⑤	g. ① ② ③ ④ ⑤	g. ① ② ③ ④ ⑤	g. ① ② ③ ④ ⑤	g. ① ② ③ ④ ⑤
h. Reproduction and development of animals	h. ① ② ③ ④ ⑤	h. ① ② ③ ④ ⑤	h. ① ② ③ ④ ⑤	h. ① ② ③ ④ ⑤	h. ① ② ③ ④ ⑤
i. Human biology	i. ① ② ③ ④ ⑤	i. ① ② ③ ④ ⑤	i. ① ② ③ ④ ⑤	i. ① ② ③ ④ ⑤	i. ① ② ③ ④ ⑤
j. Creationism	j. ① ② ③ ④ ⑤	j. ① ② ③ ④ ⑤	j. ① ② ③ ④ ⑤	j. ① ② ③ ④ ⑤	j. ① ② ③ ④ ⑤
k. Population genetics	k. ① ② ③ ④ ⑤	k. ① ② ③ ④ ⑤	k. ① ② ③ ④ ⑤	k. ① ② ③ ④ ⑤	k. ① ② ③ ④ ⑤
l. Evolution	l. ① ② ③ ④ ⑤	l. ① ② ③ ④ ⑤	l. ① ② ③ ④ ⑤	l. ① ② ③ ④ ⑤	l. ① ② ③ ④ ⑤

FOR SCIENCE TEACHERS ONLY	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
22. Which of the following textbooks constitutes the primary source that you use in this Biology class?	ⓐ This is not a Biology class	ⓐ This is not a Biology class	ⓐ This is not a Biology class	ⓐ This is not a Biology class	ⓐ This is not a Biology class
(MARK ONE FOR EACH CLASS)	ⓑ Biology: Living Systems, Merrill, 1986	ⓑ Biology: Living Systems, Merrill, 1986	ⓑ Biology: Living Systems, Merrill, 1986	ⓑ Biology: Living Systems, Merrill, 1986	ⓑ Biology: Living Systems, Merrill, 1986
	ⓒ Biology, Harcourt Brace Jovanovich, 1986	ⓒ Biology, Harcourt Brace Jovanovich, 1986	ⓒ Biology, Harcourt Brace Jovanovich, 1986	ⓒ Biology, Harcourt Brace Jovanovich, 1986	ⓒ Biology, Harcourt Brace Jovanovich, 1986
	ⓓ Biology: An Everyday Experience, Merrill, 1985	ⓓ Biology: An Everyday Experience, Merrill, 1985	ⓓ Biology: An Everyday Experience, Merrill, 1985	ⓓ Biology: An Everyday Experience, Merrill, 1985	ⓓ Biology: An Everyday Experience, Merrill, 1985
	ⓔ Biology, D.C. Heath Co., 1985	ⓔ Biology, D.C. Heath Co., 1985	ⓔ Biology, D.C. Heath Co., 1985	ⓔ Biology, D.C. Heath Co., 1985	ⓔ Biology, D.C. Heath Co., 1985
	ⓕ Modern Biology, Holt, Rinehart, & Winston, 1985	ⓕ Modern Biology, Holt, Rinehart, & Winston, 1985	ⓕ Modern Biology, Holt, Rinehart, & Winston, 1985	ⓕ Modern Biology, Holt, Rinehart, & Winston, 1985	ⓕ Modern Biology, Holt, Rinehart, & Winston, 1985
	ⓖ Other Textbook (Please specify below — Do not write outside box)	ⓖ Other Textbook (Please specify below — Do not write outside box)	ⓖ Other Textbook (Please specify below — Do not write outside box)	ⓖ Other Textbook (Please specify below — Do not write outside box)	ⓖ Other Textbook (Please specify below — Do not write outside box)
	TITLE	TITLE	TITLE	TITLE	TITLE
	AUTHOR	AUTHOR	AUTHOR	AUTHOR	AUTHOR
	PUBLISHER	PUBLISHER	PUBLISHER	PUBLISHER	PUBLISHER
	PUBLICATION DATE/EDITION	PUBLICATION DATE/EDITION	PUBLICATION DATE/EDITION	PUBLICATION DATE/EDITION	PUBLICATION DATE/EDITION

FOR SCIENCE TEACHERS ONLY	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
23. If you teach a Chemistry class, do you teach or review the following topics this semester/term? I do not teach Chemistry ... ○ (MARK ONE ON EACH LINE)	**Topic Not in School Curriculum** **No, It will be taught later** **No, It was taught previously** **Yes, I review it only** **Yes, I teach it as new content**	**Topic Not in School Curriculum** **No, It will be taught later** **No, It was taught previously** **Yes, I review it only** **Yes, I teach it as new content**	**Topic Not in School Curriculum** **No, It will be taught later** **No, It was taught previously** **Yes, I review it only** **Yes, I teach it as new content**	**Topic Not in School Curriculum** **No, It will be taught later** **No, It was taught previously** **Yes, I review it only** **Yes, I teach it as new content**	**Topic Not in School Curriculum** **No, It will be taught later** **No, It was taught previously** **Yes, I review it only** **Yes, I teach it as new content**
a. Introductory chemistry	a. ① ② ③ ④ ⑤	a. ① ② ③ ④ ⑤	a. ① ② ③ ④ ⑤	a. ① ② ③ ④ ⑤	a. ① ② ③ ④ ⑤
b. Electro-chemistry	b. ① ② ③ ④ ⑤	b. ① ② ③ ④ ⑤	b. ① ② ③ ④ ⑤	b. ① ② ③ ④ ⑤	b. ① ② ③ ④ ⑤
c. Chemical laws	c. ① ② ③ ④ ⑤	c. ① ② ③ ④ ⑤	c. ① ② ③ ④ ⑤	c. ① ② ③ ④ ⑤	c. ① ② ③ ④ ⑤
d. Chemical processes	d. ① ② ③ ④ ⑤	d. ① ② ③ ④ ⑤	d. ① ② ③ ④ ⑤	d. ① ② ③ ④ ⑤	d. ① ② ③ ④ ⑤
e. Periodic system	e. ① ② ③ ④ ⑤	e. ① ② ③ ④ ⑤	e. ① ② ③ ④ ⑤	e. ① ② ③ ④ ⑤	e. ① ② ③ ④ ⑤
f. Energy relationships in chemical systems	f. ① ② ③ ④ ⑤	f. ① ② ③ ④ ⑤	f. ① ② ③ ④ ⑤	f. ① ② ③ ④ ⑤	f. ① ② ③ ④ ⑤
g. Rate of reaction	g. ① ② ③ ④ ⑤	g. ① ② ③ ④ ⑤	g. ① ② ③ ④ ⑤	g. ① ② ③ ④ ⑤	g. ① ② ③ ④ ⑤
h. Inorganic chemistry	h. ① ② ③ ④ ⑤	h. ① ② ③ ④ ⑤	h. ① ② ③ ④ ⑤	h. ① ② ③ ④ ⑤	h. ① ② ③ ④ ⑤
i. Organic chemistry	i. ① ② ③ ④ ⑤	i. ① ② ③ ④ ⑤	i. ① ② ③ ④ ⑤	i. ① ② ③ ④ ⑤	i. ① ② ③ ④ ⑤
j. Environmental chemistry	j. ① ② ③ ④ ⑤	j. ① ② ③ ④ ⑤	j. ① ② ③ ④ ⑤	j. ① ② ③ ④ ⑤	j. ① ② ③ ④ ⑤
k. Chemistry of life processes	k. ① ② ③ ④ ⑤	k. ① ② ③ ④ ⑤	k. ① ② ③ ④ ⑤	k. ① ② ③ ④ ⑤	k. ① ② ③ ④ ⑤
l. Nuclear chemistry	l. ① ② ③ ④ ⑤	l. ① ② ③ ④ ⑤	l. ① ② ③ ④ ⑤	l. ① ② ③ ④ ⑤	l. ① ② ③ ④ ⑤

FOR SCIENCE TEACHERS ONLY	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
24. Which of the following textbooks constitutes the primary source that you use in this Chemistry class? (MARK ONE FOR EACH CLASS)	ⓐ This is not a Chemistry class ⓑ Chemistry: A Modern Approach, Merrill, 1987 ⓒ Chemistry, Addison Wesley, 1987 ⓓ Modern Chemistry, Holt Rinehart Winston, 1982 ⓔ ChemCom: Chemistry in the Community, Kendall/Hunt, 1988 ⓕ Other Textbook (Please specify below — Do not write outside box)	ⓐ This is not a Chemistry class ⓑ Chemistry: A Modern Approach, Merrill, 1987 ⓒ Chemistry, Addison Wesley, 1987 ⓓ Modern Chemistry, Holt Rinehart Winston, 1982 ⓔ ChemCom: Chemistry in the Community, Kendall/Hunt, 1988 ⓕ Other Textbook (Please specify below — Do not write outside box)	ⓐ This is not a Chemistry class ⓑ Chemistry: A Modern Approach, Merrill, 1987 ⓒ Chemistry, Addison Wesley, 1987 ⓓ Modern Chemistry, Holt Rinehart Winston, 1982 ⓔ ChemCom: Chemistry in the Community, Kendall/Hunt, 1988 ⓕ Other Textbook (Please specify below — Do not write outside box)	ⓐ This is not a Chemistry class ⓑ Chemistry: A Modern Approach, Merrill, 1987 ⓒ Chemistry, Addison Wesley, 1987 ⓓ Modern Chemistry, Holt Rinehart Winston, 1982 ⓔ ChemCom: Chemistry in the Community, Kendall/Hunt, 1988 ⓕ Other Textbook (Please specify below — Do not write outside box)	ⓐ This is not a Chemistry class ⓑ Chemistry: A Modern Approach, Merrill, 1987 ⓒ Chemistry, Addison Wesley, 1987 ⓓ Modern Chemistry, Holt Rinehart Winston, 1982 ⓔ ChemCom: Chemistry in the Community, Kendall/Hunt, 1988 ⓕ Other Textbook (Please specify below — Do not write outside box)
	TITLE	TITLE	TITLE	TITLE	TITLE
	AUTHOR	AUTHOR	AUTHOR	AUTHOR	AUTHOR
	PUBLISHER	PUBLISHER	PUBLISHER	PUBLISHER	PUBLISHER
	PUBLICATION DATE/EDITION	PUBLICATION DATE/EDITION	PUBLICATION DATE/EDITION	PUBLICATION DATE/EDITION	PUBLICATION DATE/EDITION

FOR SCIENCE TEACHERS ONLY	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
25. Which of the following best describes the science equipment provided by the school to students in your class? (MARK ONE)	I have little or no equipment for students to use ① Each student usually has his/her own equipment ② One student usually shares with another ③ Groups of students (3 or more) usually share equipment ④	I have little or no equipment for students to use ① Each student usually has his/her own equipment ② One student usually shares with another ③ Groups of students (3 or more) usually share equipment ④	I have little or no equipment for students to use ① Each student usually has his/her own equipment ② One student usually shares with another ③ Groups of students (3 or more) usually share equipment ④	I have little or no equipment for students to use ① Each student usually has his/her own equipment ② One student usually shares with another ③ Groups of students (3 or more) usually share equipment ④	I have little or no equipment for students to use ① Each student usually has his/her own equipment ② One student usually shares with another ③ Groups of students (3 or more) usually share equipment ④
26. In general, is the condition of the science equipment you use in this class: (MARK ONE)	I have none ① Poor ② Fair ③ Good ④ Excellent ⑤	I have none ① Poor ② Fair ③ Good ④ Excellent ⑤	I have none ① Poor ② Fair ③ Good ④ Excellent ⑤	I have none ① Poor ② Fair ③ Good ④ Excellent ⑤	I have none ① Poor ② Fair ③ Good ④ Excellent ⑤

GO ON TO PART III, PAGE 27

NOTE: So that the four independent teacher questionnaires--English, mathematics, science and history--could be optically scanned as a single document, pages 24 through 26, in the science teacher questionnaire booklet, were left blank intentionally. That is, these blank pages were reserved for the other specific subject matter items asked in the mathematics, history and English teacher questionnaires.

PART III: TEACHER BACKGROUND AND ACTIVITIES

1. What is your sex? (MARK ONE)
○

Male .... ①
Female .... ②

2. Which best describes you? (MARK ONE)
○

American Indian or Alaskan Native .... ①
Asian or Pacific Islander .... ②
Hispanic, regardless of race .... ③
Black, not of Hispanic origin .... ④
White, not of Hispanic origin .... ⑤

3. What is the date of your birth?

DATE				
Month	Day		Year	
① JAN				
② FEB				
③ MAR	⓪	⓪	⓪	⓪
④ APR	①	①	①	①
⑤ MAY	②	②	②	②
⑥ JUN	③	③	③	③
⑦ JUL		④	④	④
⑧ AUG		⑤	⑤	⑤
⑨ SEP		⑥	⑥	⑥
⑩ OCT		⑦	⑦	⑦
⑪ NOV		⑧		⑧
⑫ DEC		⑨		⑨

4. Counting this year, how many years in total have you
○ **taught at either the elementary or secondary level?**
(IF ANSWER IS ZERO, WRITE "00")

a. Number of years taught at the elementary level (K-6) ....

Years	
⓪	⓪
①	①
②	②
③	③
④	④
⑤	⑤
⑥	⑥
⑦	⑦
⑧	⑧
⑨	⑨

b. Number of years taught at the secondary level (7-12) ....

Years	
⓪	⓪
①	①
②	②
③	③
④	④
⑤	⑤
⑥	⑥
⑦	⑦
⑧	⑧
⑨	⑨

5. Counting this year, how many years in total have you taught in this school?

Years	
⓪	⓪
①	①
②	②
③	③
④	④
⑤	⑤
⑥	⑥
⑦	⑦
⑧	⑧
⑨	⑨

6. What is your employment status in this school or
○ **school system?** (MARK ONE)

a. Regular full-time position .... ①
b. Regular part-time position .... ②
c. Substitute teacher .... ③

7. What type of teaching certification do you hold from
○ **the state where you teach?** (MARK ONE)

a. I am not certified 4
(SKIP TO QUESTION 9) ←

b. Regular or standard certification (standard certification offered in your state) 3
c. Probationary certification (the initial certification issued after satisfying all requirements except the completion of a probationary period) 2
d. Temporary, provisional, or emergency certification (require additional coursework before regular certification can be obtained) 1

8. For each of the following subjects, please indicate
○ **whether you are certified in the state where you teach.** (MARK ALL THAT APPLY)

a. Mathematics .... ①
b. Science .... ②
c. English .... ③
d. History .... ④

9. What academic degree do you hold?
○ (MARK ALL THAT APPLY)

a. No degree .... ①
(SKIP TO QUESTION 12)
b. Associate degree .... ①
(SKIP TO QUESTION 12)
c. Bachelor's .... ①
d. Education specialist or professional diploma based on at least one year of work (e.g., credential, 6-year certificate) .... ①
e. Master's .... ①
f. Doctorate .... ①
g. First professional degree (e.g., M.D., L.L.B., J.D., D.D.S.) .... ①

10. What were your major and minor fields of study for your bachelor's degree?
(MARK ALL THAT APPLY)

	Major	Minor
a. Education	①	①
b. English	①	①
c. History (or Social Studies/Social Science)	①	①
d. Mathematics	①	①
e. Natural/Physical Sciences	①	①
f. Foreign Language	①	①
g. Other (PLEASE SPECIFY)	①	①

MAJOR ☐ MINOR ☐

h. Not applicable, did not receive bachelor's degree .... ①
(SKIP TO QUESTION 12)

11. What were your major and minor fields of study for your highest graduate degree?
(MARK ALL THAT APPLY)

	Major	Minor
a. Education	①	①
b. English	①	①
c. History (or Social Studies/Social Science)	①	①
d. Mathematics	①	①
e. Natural/Physical Sciences	①	①
f. Foreign Language	①	①
g. Other (PLEASE SPECIFY)	①	①

MAJOR ☐ MINOR ☐

h. Not applicable, did not receive a graduate degree .... ①

12. What is your current department/subject area affiliation? (MARK ALL THAT APPLY)

a. Mathematics .... ①
b. Science .... ①
c. Humanities .... ①
d. English .... ①
e. Foreign language .... ①
f. Social science/Social studies .... ①
g. History .... ①
h. Vocational education .... ①
i. Physical Education .... ①
j. Guidance counseling .... ①
k. Special education .... ①
l. Other .... ①

13. Darken the oval beside the course you teach most frequently.

MATHEMATICS

① General Math
② Pre-Algebra
③ Algebra I
④ Algebra II
⑤ Geometry
⑥ Trigonometry
⑦ Pre-Calculus
⑧ Calculus
⑨ Consumer/Business Math
⑩ Other Math

SCIENCE

⑪ General Science
⑫ General Physical Science
⑬ Earth Science
⑭ Principles of Technology
⑮ Biology
⑯ Chemistry
⑰ Physics
⑱ Other Science

ENGLISH

⑲ Basic English
⑳ Sophomore English
㉑ American Literature
㉒ Comparitive Literature
㉓ Humanities
㉔ Great Books
㉕ Honors English
㉖ Other English

SOCIAL SCIENCE

㉗ World History
㉘ Economics
㉙ Sociology
㉚ U.S. History
㉛ American Government/Civics
㉜ Western Civilization
㉝ Geography
㉞ Psychology
㉟ Area Studies
㊱ Other Social Science

OTHER COURSES

㊲ Foreign Language
㊳ Music
㊴ Computer Science
㊵ Industrial Arts
㊶ Religious Education
㊷ Physical Education
㊸ Family Life Studies
㊹ Typing/Word Processing
㊺ Vocational Education
㊻ Art
㊼ Drama
㊽ Home Economics
㊾ Other Course

14. How many undergraduate and graduate courses have you taken in this subject area you teach most frequently? A course is one that meets 2-5 classroom hours per week during one semester or quarter. (IF TEACHING STATE HISTORY, INCLUDE HISTORY COURSES; IF TEACHING ANY MATH SUBJECT, INCLUDE ALL MATH COURSES.)

Number of courses taken in your most frequently taught subject: (MARK ONE FOR EACH COLUMN)

	A. Undergraduate	**B. Graduate**
None	①	①
2-4 courses	②	②
5-7 courses	③	③
8 or more courses	④	④
Don't remember	⑤	⑤

15. During the current 1989-90 school year, how often do you feel satisfied with your teaching job?
(MARK ONE)

Almost never	①
Some of the time	②
Most of the time	③
All of the time	④

16. Suppose you could go back to college and START OVER AGAIN: in view of your present knowledge, would you become a teacher?
(MARK ONE)

Certainly would not become a teacher	①
Probably would not become a teacher	②
Chances about even for and against	③
Probably would become a teacher	④
Certainly would become a teacher	⑤

17. In addition to your duties at this school, do you hold any other paying jobs that are either full-time or part-time? (MARK ONE FOR EACH COLUMN)

	A. Full-Time	**B. Part-Time**
No **(IF NO TO BOTH, SKIP TO QUESTION 19)** ←	4	4
Yes, summer only	1	1
Yes, school year only	2	2
Yes, during the entire year	3	3

18. Are these jobs related to the field of education?
(MARK ONE)

No	①
Yes	②

19. What type(s) of support have you received in the last 12 months for in-service education in the subject you teach the majority of the time?
(MARK ALL THAT APPLY)

a. None	①
b. Released time from teaching	②
c. Travel and/or per diem expenses	③
d. Stipend(s)	④
e. Professional growth credits	⑤

20. Please indicate whether you have participated in any of the following activities during the past school year.
(MARK ALL THAT APPLY)

a. School-system-sponsored workshops during school year	①
b. School-system-sponsored workshops during summer	①
c. School-wide curriculum committee	①
d. Department curriculum committee	①
e. Committee work or special assignment other than curriculum	①
f. University extension courses	①
g. College courses in EDUCATION during school year	①
h. College courses in subject fields OTHER THAN EDUCATION during school year	①
i. College courses in EDUCATION during the summer	①
j. College courses in subjects OTHER THAN EDUCATION during the summer	①
k. Professional growth activities sponsored by professional association(s)	①
l. None of the above	①

21. During the first semester of the current school year, how many days of teaching did you miss for any reason? (MARK ONE)

No days absent	1
1-2 days absent	2
3-4 days absent	3
5-7 days absent	4
8-11 days absent	5
12 or more days absent	6

22. **How often did a supervisor or official from your school or district formally observe your teaching during the first semester of the current school year?** (MARK ONE)

Not allowed to observe .... ①
Never .... ②
One time only .... ③
Two to three times a semester/term .... ④
At least once a month .... ⑤
At least once a week .... ⑥

23. **For the most recent full school week, please indicate about how much time you spent outside regular school hours on each of the following school-related activities: (if none, write in "00")** (WRITE IN AMOUNT FOR EACH LINE)

a. Planning and preparing for teaching ....

b. Correcting papers/homework/tests ....

c. Other record keeping/paperwork ....

d. Meeting with other teachers on lesson planning, curriculum development, guidance ....

	a. Hours	a. Minutes	b. Hours	b. Minutes	c. Hours	c. Minutes	d. Hours	d. Minutes
	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐
	⓪⓪	⓪⓪	⓪⓪	⓪⓪	⓪⓪	⓪⓪	⓪⓪	⓪⓪
	①①	①①	①①	①①	①①	①①	①①	①①
	②②	②②	②②	②②	②②	②②	②②	②②
	③③	③③	③③	③③	③③	③③	③③	③③
	④④	④④	④④	④④	④④	④④	④④	④④
	⑤⑤	⑤⑤	⑤⑤	⑤⑤	⑤⑤	⑤⑤	⑤⑤	⑤⑤
	⑥⑥	⑥⑥	⑥⑥	⑥⑥	⑥⑥	⑥⑥	⑥⑥	⑥⑥
	⑦⑦	⑦⑦	⑦⑦	⑦⑦	⑦⑦	⑦⑦	⑦⑦	⑦⑦
	⑧⑧	⑧⑧	⑧⑧	⑧⑧	⑧⑧	⑧⑧	⑧⑧	⑧⑧
	⑨⑨	⑨⑨	⑨⑨	⑨⑨	⑨⑨	⑨⑨	⑨⑨	⑨⑨

e. Coordinating a curriculum area or department ....

f. Supervising students (field trips, study hall) ....

g. Coaching or advising extracurricular activities ....

h. Communicating with parents/parent conference ....

	e. Hours	e. Minutes	f. Hours	f. Minutes	g. Hours	g. Minutes	h. Hours	h. Minutes
	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐
	⓪⓪	⓪⓪	⓪⓪	⓪⓪	⓪⓪	⓪⓪	⓪⓪	⓪⓪
	①①	①①	①①	①①	①①	①①	①①	①①
	②②	②②	②②	②②	②②	②②	②②	②②
	③③	③③	③③	③③	③③	③③	③③	③③
	④④	④④	④④	④④	④④	④④	④④	④④
	⑤⑤	⑤⑤	⑤⑤	⑤⑤	⑤⑤	⑤⑤	⑤⑤	⑤⑤
	⑥⑥	⑥⑥	⑥⑥	⑥⑥	⑥⑥	⑥⑥	⑥⑥	⑥⑥
	⑦⑦	⑦⑦	⑦⑦	⑦⑦	⑦⑦	⑦⑦	⑦⑦	⑦⑦
	⑧⑧	⑧⑧	⑧⑧	⑧⑧	⑧⑧	⑧⑧	⑧⑧	⑧⑧
	⑨⑨	⑨⑨	⑨⑨	⑨⑨	⑨⑨	⑨⑨	⑨⑨	⑨⑨

Continued on next page

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23. **(Continued) For the most recent full school week, please indicate about how much time you spent outside regular school hours on each of the following school-related activities: (if none, write in "00")** (WRITE IN AMOUNT FOR EACH LINE)

i. Tutoring individual students ....

Hours		Minutes	
⓪	⓪	⓪	⓪
①	①	①	①
②	②	②	②
③	③	③	③
④	④	④	④
⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨

j. Academic counseling with students ....

Hours		Minutes	
⓪	⓪	⓪	⓪
①	①	①	①
②	②	②	②
③	③	③	③
④	④	④	④
⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨

k. Personal counseling with students ....

Hours		Minutes	
⓪	⓪	⓪	⓪
①	①	①	①
②	②	②	②
③	③	③	③
④	④	④	④
⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨

l. Informal student/teacher contact ....

Hours		Minutes	
⓪	⓪	⓪	⓪
①	①	①	①
②	②	②	②
③	③	③	③
④	④	④	④
⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨

m. Keeping up-to-date in my field ....

Hours		Minutes	
⓪	⓪	⓪	⓪
①	①	①	①
②	②	②	②
③	③	③	③
④	④	④	④
⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨

24. Indicate the importance you give to each of the following in setting grades for students in your classes (exclude special education students). (MARK ONE ON EACH LINE)

	Not Important	Somewhat Important	Very Important	Extremely Important
a. Absolute level of achievement	①	②	③	④
b. Achievement relative to the rest of the class	①	②	③	④
c. Individual improvement or progress over past performance	①	②	③	④
d. Effort	①	②	③	④
e. Class participation	①	②	③	④
f. Completing homework assignments	①	②	③	④
g. Consistently attending class	①	②	③	④

PART IV. SCHOOL CLIMATE

1. **Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements.** (MARK ONE ON EACH LINE)

Strongly Agree
Agree
Agree Somewhat
Disagree Somewhat
Disagree
Strongly Disagree

a. I make a conscious effort to coordinate the content of my courses with teachers in my department/curricular area ① ② ③ ④ ⑤ ⑥

b. You can count on most staff members to help out anywhere, anytime — even though it may not be part of their official assignment ① ② ③ ④ ⑤ ⑥

c. Most of my departmental colleagues share my beliefs and values about the central mission of the school ① ② ③ ④ ⑤ ⑥

d. My success or failure in teaching students is due primarily to factors beyond my control rather than to my own effort and ability ① ② ③ ④ ⑤ ⑥

e. The level of student misbehavior (e.g., noise, horseplay, or fighting in the halls, cafeteria, or student lounge) in this school interferes with my teaching ① ② ③ ④ ⑤ ⑥

f. The principal does a poor job of getting resources for this school ① ② ③ ④ ⑤ ⑥

g. The principal deals effectively with pressures from outside the school that might interfere with my teaching ① ② ③ ④ ⑤ ⑥

h. The principal sets priorities, makes plans, and sees that they are carried out ① ② ③ ④ ⑤ ⑥

i. Many of the students I teach are not capable of learning the material I am supposed to teach them ① ② ③ ④ ⑤ ⑥

j. Goals and priorities for the school are clear ① ② ③ ④ ⑤ ⑥

k. The staff seldom evaluates its programs and activities ① ② ③ ④ ⑤ ⑥

l. Staff members are recognized for a job well done ① ② ③ ④ ⑤ ⑥

m. The amount of student tardiness and class cutting in this school interferes with my teaching ① ② ③ ④ ⑤ ⑥

n. I make a conscious effort to coordinate the content of my course with teachers outside my department/curricular area ① ② ③ ④ ⑤ ⑥

o. The principal knows what kind of school he/she wants and has communicated it to the staff ① ② ③ ④ ⑤ ⑥

p. This school's administration knows the problems faced by the staff ① ② ③ ④ ⑤ ⑥

q. In this school I am encouraged to experiment with my teaching ① ② ③ ④ ⑤ ⑥

2. **Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements.**
(MARK ONE ON EACH LINE)

Strongly Agree
Agree
Agree Somewhat
Disagree Somewhat
Disagree
Strongly Disagree

a. Routine duties and paperwork interfere with my job of teaching .... ① ② ③ ④ ⑤ ⑥

b. The department's chair or curricular area coordinator's behavior toward the staff is supportive and encouraging .... ① ② ③ ④ ⑤ ⑥

c. Teachers in this school are continually learning and seeking new ideas .... ① ② ③ ④ ⑤ ⑥

d. Necessary materials (e.g., textbooks, supplies, copy machine) are readily available as needed by the staff .... ① ② ③ ④ ⑤ ⑥

e. There is a great deal of cooperative effort among staff members .... ① ② ③ ④ ⑤ ⑥

f. There is broad agreement among the entire school faculty about the central mission of the school .... ① ② ③ ④ ⑤ ⑥

g. I usually look forward to each working day at this school .... ① ② ③ ④ ⑤ ⑥

h. This school seems like a big family, everyone is so close and cordial .... ① ② ③ ④ ⑤ ⑥

i. The principal lets staff members know what is expected of them .... ① ② ③ ④ ⑤ ⑥

j. I sometimes feel it is a waste of time to try to do my best as a teacher .... ① ② ③ ④ ⑤ ⑥

k. The principal is interested in innovation and new ideas .... ① ② ③ ④ ⑤ ⑥

l. Rules for student behavior are consistently enforced in this school .... ① ② ③ ④ ⑤ ⑥

m. The principal usually consults with staff members before he/she makes decisions that affect us .... ① ② ③ ④ ⑤ ⑥

n. The attitudes and habits students bring to my class greatly reduce their chances for academic success .... ① ② ③ ④ ⑤ ⑥

o. The level of student drug or alcohol use in this school interferes with my teaching .... ① ② ③ ④ ⑤ ⑥

p. I am familiar with the content and specific goals of the courses taught by other teachers in my department .... ① ② ③ ④ ⑤ ⑥

q. The teachers union (or education association) and the school administration work together to improve the achievement of students in this school .... ① ② ③ ④ ⑤ ⑥

3. Indicate the degree to which each of the following is a problem with students in your school.
(MARK ONE ON EACH LINE)

	Not a Problem	Minor Problem	Moderate Problem	Serious Problem
a. Tardiness	①	②	③	④
b. Absenteeism	①	②	③	④
c. Class cutting	①	②	③	④
d. Physical conflicts among students	①	②	③	④
e. Gang activities	①	②	③	④
f. Robbery or theft	①	②	③	④
g. Vandalism	①	②	③	④
h. Use of alcohol	①	②	③	④
i. Use of illegal drugs	①	②	③	④
j. Possession of weapons	①	②	③	④
k. Physical abuse of teachers	①	②	③	④
l. Verbal abuse of teachers	①	②	③	④
m. Racial/ethnic conflict among students	①	②	③	④

4. When students are successful in achieving intended goals or objectives, it is often attributed to one of the following sources. Which do you believe is the most frequent source of success? (MARK ONE)

Student's home background ①
Student's intellectual ability ②
Student's enthusiasm or perseverance ③
Teacher's attention to the unique interests and abilities of the student ④
Teacher's use of effective methods of teaching ⑤
Teacher's enthusiasm or perseverance ⑥

5. On the scale below, indicate the extent to which you agree or disagree with each of the following statements.
(MARK ONE ON EACH LINE)

	Strongly Disagree	Disagree	Disagree Somewhat	Agree Somewhat	Agree	Strongly Agree
a. If I try really hard, I can get through even to the most difficult or unmotivated students	①	②	③	④	⑤	⑥
b. I feel that it's part of my responsibility to keep students from dropping out of school	①	②	③	④	⑤	⑥
c. If some students in my class are not doing well, I feel that I should change my approach to the subject	①	②	③	④	⑤	⑥
d. By trying a different teaching method, I can significantly affect a student's achievement	①	②	③	④	⑤	⑥
e. There is really very little I can do to insure that most of my students achieve at a high level	①	②	③	④	⑤	⑥
f. I am certain I am making a difference in the lives of my students	①	②	③	④	⑤	⑥

6. How often does racial/ethnic conflict occur among students at your school? (MARK ONE)

Never ①
Rarely ②
Sometimes ③
Often ④

7. Among all the staff in this school:

A. To whom do you turn most often for information and advice about day to day instructional problems? (MARK ONE)

I don't seek advice from anyone at my school ⓪ **(SKIP TO QUESTION 8)**
Principal ①
Your department chair ②
Your area coordinator ③
Other colleagues in your department ④
Other school staff members ⑤

Write in department/curricular area

☐

B. How often do you seek advice from this person in an average month during the school year? (MARK ONE)

0-1 times a month ①
2-5 times a month ②
6-10 times a month ③
Over 10 times a month ④

8. To what extent has each of the following people at this school helped you improve your teaching or solve an instructional
○ **or class management problem?** (MARK ONE ON EACH LINE)

	Did Not Receive Any Help	Not Helpful		Moderately Helpful		Extremely Helpful
a. Principal or school head	①	②	③	④	⑤	⑥
b. Department chair	①	②	③	④	⑤	⑥
c. Other school administrators	①	②	③	④	⑤	⑥
d. Department colleagues	①	②	③	④	⑤	⑥
e. Colleagues outside my department	①	②	③	④	⑤	⑥
f. Personnel group or committee	①	②	③	④	⑤	⑥

9. **At this school, how much actual influence do you think teachers have over school policy in each of the areas below?** (MARK ONE ON EACH LINE)

	No Influence		Moderate Influence		A Great Deal of Influence
a. Determining discipline policy	①	②	③	④	⑤
b. Determining the content of inservice programs	①	②	③	④	⑤
c. Setting policy on grouping students in classes by ability	①	②	③	④	⑤
d. Establishing curriculum	①	②	③	④	⑤

10. **How often does your department hold staff meetings?** (MARK ONE)

a. Never	①
b. 1-3 times per semester	②
c. 1-3 times per month	③
d. Once a week	④
e. 2-3 times per week	⑤

11. **To what degree do the following represent your most important teaching goals?** (MARK ONE ON EACH LINE)

	Not Important	Somewhat Important	Very Important	Extremely Important
a. I'm happy just to get through the day	①	②	③	④
b. I want to be sure to cover the curriculum	①	②	③	④
c. I want my students to understand and be able to make sense of the subject matter	①	②	③	④
d. I work to insure that as many students as possible perform well on tests	①	②	③	④
e. I want to maintain order and discipline in the classroom	①	②	③	④
f. I work to create lessons so my students will enjoy learning and become independent learners	①	②	③	④
g. I work toward developing the skills needed for my students to become employable adults and responsible citizens	①	②	③	④

12. Please provide the information requested below so we can reach you if any clarification of your responses is needed.
○ (Please print)

LAST NAME	FIRST NAME	M.I.	MAIDEN NAME

TELEPHONE NUMBER
(   )
☐ HOME
BEST TIME OF DAY TO CALL: ☐ AM PM

TELEPHONE NUMBER
(   )
☐ OFFICE (SCHOOL)
BEST TIME OF DAY TO CALL: ☐ AM PM

DATE COMPLETED

MONTH		DAY						YEAR
① Jan	⑦ July	①	⑦	⑬	⑲	㉕	㉛	
② Feb	⑧ Aug	②	⑧	⑭	⑳	㉖		○ 1989
③ Mar	⑨ Sep	③	⑨	⑮	㉑	㉗		○ 1990
④ Apr	⑩ Oct	④	⑩	⑯	㉒	㉘		○ 1991
⑤ May	⑪ Nov	⑤	⑪	⑰	㉓	㉙		
⑥ June	⑫ Dec	⑥	⑫	⑱	㉔	㉚		

THANK YOU FOR YOUR COOPERATION.

NELS 88

NATIONAL EDUCATION LONGITUDINAL STUDY OF 1988

NORC-4492
Form Approved
OMB No. 1850-0593
App. Exp.: 1/91

FIRST FOLLOW-UP

TEACHER QUESTIONNAIRE

HISTORY VERSION

Sponsored by:

U.S. Department of Education
Center for Education Statistics

NORC
A Social Science Research Center
University of Chicago

USES OF THE DATA

The data from this survey will be used by educators and by Federal and State policy makers to address important issues facing the Nation's schools: educational standards, curriculum tracking, dropping out of school, the education of the disadvantaged, the needs of language minority students, incentives for attracting students to the study of science and mathematics, and the features of effective schools.

CONFIDENTIALITY

As a matter of policy, the National Center for Education Statistics is concerned with protecting the privacy of individuals who participate in voluntary surveys. We want to let you know that:

1. Section 406 of the General Education Provisions Act (20-USC 1221e-1) and Public Law 100-297 allow us to ask you the questions in this questionnaire.
2. Your responses will be merged with those of other respondents, and the answers you give will never be identified as yours.
3. You may skip any questions you do not wish to answer; however, we hope you answer as many questions as you can.

ID NUMBER

⓪	⓪	⓪	⓪	⓪	⓪	Ⓜ
①	①	①	①	①	①	Ⓢ
②	②	②	②	②	②	Ⓔ
③	③	③	③	③	③	Ⓗ
④	④	④	④	④	④	
⑤	⑤	⑤	⑤	⑤	⑤	
⑥	⑥	⑥	⑥	⑥	⑥	
⑦	⑦	⑦	⑦	⑦	⑦	
⑧	⑧	⑧	⑧	⑧	⑧	
⑨	⑨	⑨	⑨	⑨	⑨	

The public reporting burden for this collection of information is estimated to average one hour (60 minutes) per response. Send comments regarding this burden estimate, or any other aspect of this collection of information, to: U.S. Department of Education Information Management and Compliance Division, Washington, D.C., 20202-4651 and to the Office of Management and Budget Paperwork Reduction Project, Washington, D.C., 20503.

Educational Organizations That Have Endorsed NELS:88

American Association of School Administrators (AASA)
National Association of Secondary School Principals
National School Boards Association (NSBA)
The National Catholic Education Association (NCEA)
The National Association of Independent Schools (NAIS)

MARKING DIRECTIONS

- Use only a soft lead pencil (No. 2 is best).
- Make dark marks that fill the oval.
- Erase cleanly any answer you wish to change.
- Make no stray markings of any kind.

CORRECT MARKS	INCORRECT MARKS
○●○●	⊘⊗○◉

EXAMPLE: 1. Will marks made with ballpoint or felt-tip pen be properly read?

○ Yes ● No

Use Soft Lead Pencil Only

TEACHER QUESTIONNAIRE
History Version

INTRODUCTION

This questionnaire is part of a major longitudinal study designed to provide trend data about critical transitions experienced by young people as they develop, attend school, and embark on their careers. Your school has agreed to participate in this study and has allowed us to resurvey those students who were selected as part of a random sample when they were in eighth grade. A list of these sampled students should be attached to the cover of this questionnaire. (If the list is missing, please report the problem to the study coordinator at your school — the person who distributed this questionnaire to you.) You have been identified as a teacher of one or more of the sampled students. We are seeking information from you to supplement other study data about these students.

This questionnaire has four very different sections:

- Part I asks you questions about the characteristics and behaviors of the sampled students whom you have in one of your classes this semester/term. Individual students are referred to by "Student Number," as shown in the List of Students attached to the cover of this questionnaire. Part I asks you to write the student's initials below the student's number. If you have more than sixteen students on your list of students, your packet should contain a "Continuation Booklet" for use in answering questions about students 17 and above.
- Part II asks a series of questions about specific, designated classes. The particular class or classes for which information is being requested is indicated on a Class List sheet attached to the cover page of this questionnaire. As you will see, Part II contains room for responses on a maximum of five classes. You may not need all five response columns. Use only as many columns as you need to respond separately for each of the classes listed on the attached class list. In the unlikely event that your class list contains more than five different classes, use your "Continuation Booklet" for answering questions about classes numbered 6 and above.
- Part III requests some general background information about you.
- Part IV asks a series of questions about your school's climate.

Please answer directly on the questionnaire by darkening the appropriate oval or by writing your response in the space provided.

We realize that you are very busy; however, we would appreciate it if you would complete the questionnaire and return it to your NELS:88 School Coordinator within the next two weeks (or sooner, if asked by the coordinator). To protect the confidentiality of your responses, we suggest that you return the completed questionnaire in the confidential return envelope provided for this purpose.

Thank you very much for your help.

PART I: STUDENT INFORMATION

Please answer the questions in this section for each student listed on the attached Student List. Fill in the oval corresponding to the appropriate responses to Questions 1-23 in the first column for the first listed student. Continue until you have completed a column for each student listed on the Student List. Questions 2-23 apply only to students who are enrolled in the class listed next to their name on the Student List (a "Yes" response to Question 1.) NOTE: DK - Don't Know; NN - Not Necessary.

STUDENT NUMBER (from attached list) Please write the student's initials below the number.	**Student 01**	**Student 02**	**Student 03**	**Student 04**	**Student 05**	**Student 06**	**Student 07**	**Student 08**	**Student 09**	**Student 10**	**Student 11**	**Student 12**	**Student 13**	**Student 14**	**Student 15**	**Student 16**
Before answering the questions about this student, write the "Code Number" (second Column on the Student List attached to the front cover of the questionnaire) in the box and darken the oval that corresponds to that number.	☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
○ **1. Is this student assigned to the class shown on the fourth column of the Student List?** **IF NO, GO TO THE NEXT STUDENT LISTED AND ANSWER IN THE NEXT COLUMN.**	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No
Questions 2-22 apply only to students for whom your answer to Question 1 is yes.																
2. Does this student usually work hard for good grades?	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK

STUDENT NUMBER (from attached list). Please write the student's initials below the number	Student 01	Stuaent 02	Student 03	Student 04	Student 05	Student 06	Student 07	Student 08	Student 09	Student 10	Student 11	Student 12	Student 13	Student 14	Student 15	Student 16
3. Does this student seem to relate well to other students?	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK
4. Will this student probably go to college?	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK
5. Does this student talk with you outside of class about school work, plans, or personal matters?	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK
6. Have you spoken with the student's parents this semester about the following?																
a. Student's academic performance	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN
b. Student's behavior in school	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN
c. Student's homework assignments	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN
d. Student's absenteeism	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN
7. How involved are the parents of this student in his/her academic performance?																
Not involved	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①
Somewhat involved	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②
Very involved	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③
Don't know	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④

STUDENT NUMBER (from attached list) Please write the student's initials below the number	**Student 01**	**Student 02**	**Student 03**	**Student 04**	**Student 05**	**Student 06**	**Student 07**	**Student 08**	**Student 09**	**Student 10**	**Student 11**	**Student 12**	**Student 13**	**Student 14**	**Student 15**	**Student 16**
8. Has this student fallen behind in school work because of a health problem?	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK
9. Do you feel this student has a learning disability that affects his or her school work?	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK
10. Do you feel this student has a physical or emotional handicap that affects his or her school work?	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK
11. ○ **Is this student a Language Minority student? A Language Minority (LM) student is a student in whose home a non-English language is typically spoken.***	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK
12. ○ **Is this student a Limited-English Proficient (LEP) student? An LEP student is a Language Minority student who has limited English language skills.****	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK
13. Is this class . . .																
Too difficult for this student?	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①
Not challenging enough for this student?	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②
The appropriate level for this student?	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③

*A Language Minority student is a fully English proficient student in whose home a non-English language is typically spoken. This group includes students whose English is fluent enough to benefit from instruction in academic subjects offered in English.

**A Limited-English-Proficient student is a Language Minority student, either LEP or NEP, whose native language is one other than English and whose skills in listening to, speaking, reading, or writing English are such that he/she derives little benefit from school instruction delivered in English.

STUDENT NUMBER (from attached list) Please write the student's initials below the number	Student 01	Student 02	Student 03	Student 04	Student 05	Student 06	Student 07	Student 08	Student 09	Student 10	Student 11	Student 12	Student 13	Student 14	Student 15	Student 16
14. Have you recommended this student for academic honors, advanced placement, or honor classes?																
Not available at this school	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①
Yes	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②
No	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③
15. How often does this student complete homework assignments?																
Never	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①
Rarely	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②
Some of the time	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③
Most of the time	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④
All of the time	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
Don't know	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥
16. How often is this student absent?																
Never	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①
Rarely	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②
Some of the time	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③
Most of the time	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④
All of the time	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
Don't know	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥
17. How often is this student tardy?																
Never	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①
Rarely	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②
Some of the time	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③
Most of the time	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④
All of the time	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
Don't know	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥

STUDENT NUMBER (from attached list). Please write the student's initials below the number	Student 01	Student 02	Student 03	Student 04	Student 05	Student 06	Student 07	Student 08	Student 09	Student 10	Student 11	Student 12	Student 13	Student 14	Student 15	Student 16
18. How often is this student attentive in class?																
Never	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①
Rarely	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②
Some of the time	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③
Most of the time	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④
All of the time	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
Don't know	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥
19. Is this student exceptionally passive or withdrawn?	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK
20. How often is this student disruptive in class?																
Never	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①
Rarely	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②
Some of the time	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③
Most of the time	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④
All of the time	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
Don't know	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥
21. Have you spoken to a guidance counselor or a school services person this semester about the following?																
a. Student's academic performance	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN
b. Student's behavior in school	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN

STUDENT NUMBER (from attached list) Please write the student's initials below the number.	Student 01	Student 02	Student 03	Student 04	Student 05	Student 06	Student 07	Student 08	Student 09	Student 10	Student 11	Student 12	Student 13	Student 14	Student 15	Student 16
21. Have you spoken to a guidance counselor or a school services person this semester about the following? (Continued)																
c. Student's homework assignments	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN
d. Student's absenteeism	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN
22. Is this student at risk of ○ dropping out of high school?	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK

WHEN YOU HAVE COMPLETED A COLUMN FOR ALL THE STUDENTS LISTED ON THE STUDENT LIST, GO TO QUESTION 1, PART II.

PART II: CLASS INFORMATION

Please answer the following questions for each class designated on the list attached to the cover of the questionnaire. Answers in this section should refer only to SPRING 1990 CLASSES

	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
1A. Write in the Class Number from the first column of the Class List (attached to the front cover of the questionnaire) in the box and darken the ovals that correspond with that number.	**Class Number** ☐☐ ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨	☐☐ ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨	☐☐ ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨	☐☐ ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨	☐☐ ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨
1B. Write the Class Title (column two) indicated on the Class List in the box. ○ **(PLEASE DO NOT WRITE OUTSIDE THIS BOX.)**	**TITLE** ☐	**TITLE** ☐	**TITLE** ☐	**TITLE** ☐	**TITLE** ☐
2. Are you currently teaching this class? **IF NO, GO TO THE NEXT CLASS IN THE NEXT COLUMN.** **AFTER YOU HAVE COMPLETED A COLUMN FOR ALL THE CLASSES INDICATED ON THE CLASS LIST, GO TO QUESTION 1, PART III.**	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No
3. Which of the following best describes the "track" this class is considered to be? ○ (MARK ONE)	Academic .... ① Advanced or honors .... ② General .... ③ Vocational/technical/ business .... ④ Other .... ⑤	Academic .... ① Advanced or honors .... ② General .... ③ Vocational/technical/ business .... ④ Other .... ⑤	Academic .... ① Advanced or honors .... ② General .... ③ Vocational/technical/ business .... ④ Other .... ⑤	Academic .... ① Advanced or honors .... ② General .... ③ Vocational/technical/ business .... ④ Other .... ⑤	Academic .... ① Advanced or honors .... ② General .... ③ Vocational/technical/ business .... ④ Other .... ⑤

	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
4. ○ Which of the following best describes the achievement level of the students in this class compared with the average 10th grade student in this school? (MARK ONE)	**This class consists primarily of students with:** Higher achievement levels . . ① Average achievement levels . ② Lower achievement levels . . ③ Widely differing achievement levels . . . . ④	**This class consists primarily of students with:** Higher achievement levels . . ① Average achievement levels . ② Lower achievement levels . . ③ Widely differing achievement levels . . . . ④	**This class consists primarily of students with:** Higher achievement levels . . ① Average achievement levels . ② Lower achievement levels . . ③ Widely differing achievement levels . . . . ④	**This class consists primarily of students with:** Higher achievement levels . . ① Average achievement levels . ② Lower achievement levels . . ③ Widely differing achievement levels . . . . ④	**This class consists primarily of students with:** Higher achievement levels . . ① Average achievement levels . ② Lower achievement levels . . ③ Widely differing achievement levels . . . . ④
5. ○ How many students are enrolled in this class?	☐☐ **Students** ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨	☐☐ **Students** ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨	☐☐ **Students** ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨	☐☐ **Students** ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨	☐☐ **Students** ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨
6. How many students in this class are from minority racial/ethnic groups (e.g., Black, Hispanic, Asian)? (If unsure give your best estimate.)	☐☐ **Students** ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨	☐☐ **Students** ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨	☐☐ **Students** ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨	☐☐ **Students** ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨	☐☐ **Students** ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨
7. How were you assigned to teach this class? (MARK ONE)	My department chair or area coordinator assigned it to me . . . . ① Another school administrator assigned it to me . . . ② I decided to teach it . . . . . . ③ It was my turn to teach it . . . ④	My department chair or area coordinator assigned it to me . . . . ① Another school administrator assigned it to me . . . ② I decided to teach it . . . . . . ③ It was my turn to teach it . . . ④	My department chair or area coordinator assigned it to me . . . . ① Another school administrator assigned it to me . . . ② I decided to teach it . . . . . . ③ It was my turn to teach it . . . ④	My department chair or area coordinator assigned it to me . . . . ① Another school administrator assigned it to me . . . ② I decided to teach it . . . . . . ③ It was my turn to teach it . . . ④	My department chair or area coordinator assigned it to me . . . . ① Another school administrator assigned it to me . . . ② I decided to teach it . . . . . . ③ It was my turn to teach it . . . ④

	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
8. How many Limited-English-Proficient (LEP) students are assigned to this class? A LEP student is a Language Minority student who has limited English language skills.*	**LEP Students** ☐ ☐ ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨	**LEP Students** ☐ ☐ ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨	**LEP Students** ☐ ☐ ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨	**LEP Students** ☐ ☐ ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨	**LEP Students** ☐ ☐ ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨
9. Approximately how much homework do you typically assign each day?	Hours plus Minutes ☐ ☐ ☐ ☐ ⓪ ⓪ ⓪ ⓪ ① ① ① ① ② ② ② ② ③ ③ ③ ③ ④ ④ ④ ④ ⑤ ⑤ ⑤ ⑤ ⑥ ⑥ ⑥ ⑥ ⑦ ⑦ ⑦ ⑦ ⑧ ⑧ ⑧ ⑧ ⑨ ⑨ ⑨ ⑨	Hours plus Minutes ☐ ☐ ☐ ☐ ⓪ ⓪ ⓪ ⓪ ① ① ① ① ② ② ② ② ③ ③ ③ ③ ④ ④ ④ ④ ⑤ ⑤ ⑤ ⑤ ⑥ ⑥ ⑥ ⑥ ⑦ ⑦ ⑦ ⑦ ⑧ ⑧ ⑧ ⑧ ⑨ ⑨ ⑨ ⑨	Hours plus Minutes ☐ ☐ ☐ ☐ ⓪ ⓪ ⓪ ⓪ ① ① ① ① ② ② ② ② ③ ③ ③ ③ ④ ④ ④ ④ ⑤ ⑤ ⑤ ⑤ ⑥ ⑥ ⑥ ⑥ ⑦ ⑦ ⑦ ⑦ ⑧ ⑧ ⑧ ⑧ ⑨ ⑨ ⑨ ⑨	Hours plus Minutes ☐ ☐ ☐ ☐ ⓪ ⓪ ⓪ ⓪ ① ① ① ① ② ② ② ② ③ ③ ③ ③ ④ ④ ④ ④ ⑤ ⑤ ⑤ ⑤ ⑥ ⑥ ⑥ ⑥ ⑦ ⑦ ⑦ ⑦ ⑧ ⑧ ⑧ ⑧ ⑨ ⑨ ⑨ ⑨	Hours plus Minutes ☐ ☐ ☐ ☐ ⓪ ⓪ ⓪ ⓪ ① ① ① ① ② ② ② ② ③ ③ ③ ③ ④ ④ ④ ④ ⑤ ⑤ ⑤ ⑤ ⑥ ⑥ ⑥ ⑥ ⑦ ⑦ ⑦ ⑦ ⑧ ⑧ ⑧ ⑧ ⑨ ⑨ ⑨ ⑨

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*A Limited-English-Proficient student is a Language Minority student, either LEP or NEP, whose native language is one other than English and whose skills in listening to, speaking, reading, or writing English are such that he/she derives little benefit from instruction in English.

	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
10. How often do you do each of the following with homework assignments? (MARK ONE ON EACH LINE)	All of the Time Most of the Time Some of the Time Never	All of the Time Most of the Time Some of the Time Never	All of the Time Most of the Time Some of the Time Never	All of the Time Most of the Time Some of the Time Never	All of the Time Most of the Time Some of the Time Never
a. Keep records of who turned in the assignment	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
b. Return assignments with grades or currections	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
c. Discuss the completed assignment in class	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
11. How many writing assignments of at least one page will a student be required to do in your class this term? (A page is approximately 250 words.) (MARK ONE)	Not applicable ① None ② 1-2 assignments ③ 3-4 assignments ④ 5-6 assignments ⑤ 7-8 assignments ⑥ 9-10 assignments ⑦ 11 or more assignments ⑧	Not applicable ① None ② 1-2 assignments ③ 3-4 assignments ④ 5-6 assignments ⑤ 7-8 assignments ⑥ 9-10 assignments ⑦ 11 or more assignments ⑧	Not applicable ① None ② 1-2 assignments ③ 3-4 assignments ④ 5-6 assignments ⑤ 7-8 assignments ⑥ 9-10 assignments ⑦ 11 or more assignments ⑧	Not applicable ① None ② 1-2 assignments ③ 3-4 assignments ④ 5-6 assignments ⑤ 7-8 assignments ⑥ 9-10 assignments ⑦ 11 or more assignments ⑧	Not applicable ① None ② 1-2 assignments ③ 3-4 assignments ④ 5-6 assignments ⑤ 7-8 assignments ⑥ 9-10 assignments ⑦ 11 or more assignments ⑧
12. What use do you make of the following instructional materials? (MARK ONE ON EACH LINE)	Primary Resource Used Frequently Secondary Resource Used Frequently Rarely Used Not Used	Primary Resource Used Frequently Secondary Resource Used Frequently Rarely Used Not Used	Primary Resource Used Frequently Secondary Resource Used Frequently Rarely Used Not Used	Primary Resource Used Frequently Secondary Resource Used Frequently Rarely Used Not Used	Primary Resource Used Frequently Secondary Resource Used Frequently Rarely Used Not Used
a. Textbooks	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
b. Reading materials other than textbooks	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
c. Audio-visual materials	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
d. Other	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④

2

2

	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
13. Indicate the person or groups who helped determine which particular textbook/workbook you use in this class. (MARK ALL THAT APPLY)	a. I did ① b. The principal ① c. Departmental committee/colleagues ① d. Department head ① e. A district-wide textbook adoption committee ① f. A state-wide textbook adoption committee ① g. Other ①	a. I did ① b. The principal ① c. Departmental committee/colleagues ① d. Department head ① e. A district-wide textbook adoption committee ① f. A state-wide textbook adoption committee ① g. Other ①	a. I did ① b. The principal ① c. Departmental committee/colleagues ① d. Department head ① e. A district-wide textbook adoption committee ① f. A state-wide textbook adoption committee ① g. Other ①	a. I did ① b. The principal ① c. Departmental committee/colleagues ① d. Department head ① e. A district-wide textbook adoption committee ① f. A state-wide textbook adoption committee ① g. Other ①	a. I did ① b. The principal ① c. Departmental committee/colleagues ① d. Department head ① e. A district-wide textbook adoption committee ① f. A state-wide textbook adoption committee ① g. Other ①
14. How prepared do you feel to teach the subject matter covered in this course? (MARK ONE)	Very unprepared ① Somewhat prepared ② Adequately prepared ③ Well prepared ④ Very well prepared ⑤	Very unprepared ① Somewhat prepared ② Adequately prepared ③ Well prepared ④ Very well prepared ⑤	Very unprepared ① Somewhat prepared ② Adequately prepared ③ Well prepared ④ Very well prepared ⑤	Very unprepared ① Somewhat prepared ② Adequately prepared ③ Well prepared ④ Very well prepared ⑤	Very unprepared ① Somewhat prepared ② Adequately prepared ③ Well prepared ④ Very well prepared ⑤
15a. Approximately how many minutes per week does this class meet regularly (exclude lab periods)?	MINUTES ☐☐☐ ⓪⓪⓪ ①①① ②②② ③③③ ④④④ ⑤⑤⑤ ⑥⑥⑥ ⑦⑦⑦ ⑧⑧⑧ ⑨⑨⑨	MINUTES ☐☐☐ ⓪⓪⓪ ①①① ②②② ③③③ ④④④ ⑤⑤⑤ ⑥⑥⑥ ⑦⑦⑦ ⑧⑧⑧ ⑨⑨⑨	MINUTES ☐☐☐ ⓪⓪⓪ ①①① ②②② ③③③ ④④④ ⑤⑤⑤ ⑥⑥⑥ ⑦⑦⑦ ⑧⑧⑧ ⑨⑨⑨	MINUTES ☐☐☐ ⓪⓪⓪ ①①① ②②② ③③③ ④④④ ⑤⑤⑤ ⑥⑥⑥ ⑦⑦⑦ ⑧⑧⑧ ⑨⑨⑨	MINUTES ☐☐☐ ⓪⓪⓪ ①①① ②②② ③③③ ④④④ ⑤⑤⑤ ⑥⑥⑥ ⑦⑦⑦ ⑧⑧⑧ ⑨⑨⑨

	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
15b. Approximately how many minutes per week does this class have lab sessions (e.g., science, math)?	MINUTES ☐ ☐ ☐ ⓪ ⓪ ⓪ ① ① ① ② ② ② ③ ③ ③ ④ ④ ④ ⑤ ⑤ ⑤ ⑥ ⑥ ⑥ ⑦ ⑦ ⑦ ⑧ ⑧ ⑧ ⑨ ⑨ ⑨	MINUTES ☐ ☐ ☐ ⓪ ⓪ ⓪ ① ① ① ② ② ② ③ ③ ③ ④ ④ ④ ⑤ ⑤ ⑤ ⑥ ⑥ ⑥ ⑦ ⑦ ⑦ ⑧ ⑧ ⑧ ⑨ ⑨ ⑨	MINUTES ☐ ☐ ☐ ⓪ ⓪ ⓪ ① ① ① ② ② ② ③ ③ ③ ④ ④ ④ ⑤ ⑤ ⑤ ⑥ ⑥ ⑥ ⑦ ⑦ ⑦ ⑧ ⑧ ⑧ ⑨ ⑨ ⑨	MINUTES ☐ ☐ ☐ ⓪ ⓪ ⓪ ① ① ① ② ② ② ③ ③ ③ ④ ④ ④ ⑤ ⑤ ⑤ ⑥ ⑥ ⑥ ⑦ ⑦ ⑦ ⑧ ⑧ ⑧ ⑨ ⑨ ⑨	MINUTES ☐ ☐ ☐ ⓪ ⓪ ⓪ ① ① ① ② ② ② ③ ③ ③ ④ ④ ④ ⑤ ⑤ ⑤ ⑥ ⑥ ⑥ ⑦ ⑦ ⑦ ⑧ ⑧ ⑧ ⑨ ⑨ ⑨
16. Indicate about what percent of your time is spent each week doing each of the following with this class? (MARK ONE ON EACH LINE) ○	None <10% 10-24% 25-49% 50-74% 75-100%	None <10% 10-24% 25-49% 50-74% 75-100%	None <10% 10-24% 25-49% 50-74% 75-100%	None <10% 10-24% 25-49% 50-74% 75-100%	None <10% 10-24% 25-49% 50-74% 75-100%
a. Providing instruction to the class as a whole	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥
b. Providing instruction to small groups of students	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥
c. Providing instruction to individual students	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥
d. Maintaining order/disciplining students	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥
e. Administering tests or quizzes	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥
f. Performing routine administrative tasks (e.g., taking attendance, making announcements, etc.)	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥
g. Conducting lab periods	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥

	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
17. How much control do you feel you have IN YOUR CLASSROOM over each of the following areas of your planning and teaching? (MARK ONE ON EACH LINE)					
	No Control —— Complete Control	No Control —— Complete Control	No Control —— Complete Control	No Control —— Complete Control	No Control —— Complete Control
a. Selecting textbooks and other instructional materials	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥
b. Selecting content, topics, and skills to be taught	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥
c. Selecting teaching techniques	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥
d. Disciplining students	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥
e. Determining the amount of homework	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥
18. How often do you use the following teaching methods? (MARK ONE ON EACH LINE)	Never 1-3 Times Per Semester 1-3 Times Per Month Once a Week 2-3 Times Per Week Almost Every Lesson	Never 1-3 Times Per Semester 1-3 Times Per Month Once a Week 2-3 Times Per Week Almost Every Lesson	Never 1-3 Times Per Semester 1-3 Times Per Month Once a Week 2-3 Times Per Week Almost Every Lesson	Never 1-3 Times Per Semester 1-3 Times Per Month Once a Week 2-3 Times Per Week Almost Every Lesson	Never 1-3 Times Per Semester 1-3 Times Per Month Once a Week 2-3 Times Per Week Almost Every Lesson
a. Lecture	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤
b. Film	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤
c. Whole-group discussion	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤
d. Have students respond orally to questions on subject matter	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤
e. Have student-led whole-group discussions	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤
f. Have students work in small groups	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤
g. Have students complete individual written assignments or worksheets in class	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤
h. Have students give oral reports	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤
i. Other	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤

The next series of questions for teachers of history classes should be completed for each class listed on the class list. The columns refer to the same classes that you identified on page 10, Question 1A.

FOR HISTORY TEACHERS ONLY	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
19. If you are a History teacher, how often do you do each of the following activities in this class? (MARK ONE ON EACH LINE)	Every Day 2-3 Times per Week Once a Week 1-2 Times a Month Very Rarely	Every Day 2-3 Times per Week Once a Week 1-2 Times a Month Very Rarely	Every Day 2-3 Times per Week Once a Week 1-2 Times a Month Very Rarely	Every Day 2-3 Times per Week Once a Week 1-2 Times a Month Very Rarely	Every Day 2-3 Times per Week Once a Week 1-2 Times a Month Very Rarely
a. Go on field trips	a. ① ② ③ ④ ⑤	a. ① ② ③ ④ ⑤	a. ① ② ③ ④ ⑤	a. ① ② ③ ④ ⑤	a. ① ② ③ ④ ⑤
b. Show films, filmstrips, or videotapes	b. ① ② ③ ④ ⑤	b. ① ② ③ ④ ⑤	b. ① ② ③ ④ ⑤	b. ① ② ③ ④ ⑤	b. ① ② ③ ④ ⑤
c. Have students read supplementary materials	c. ① ② ③ ④ ⑤	c. ① ② ③ ④ ⑤	c. ① ② ③ ④ ⑤	c. ① ② ③ ④ ⑤	c. ① ② ③ ④ ⑤
d. Have students give oral reports	d. ① ② ③ ④ ⑤	d. ① ② ③ ④ ⑤	d. ① ② ③ ④ ⑤	d. ① ② ③ ④ ⑤	d. ① ② ③ ④ ⑤
e. Discuss current magazine articles or books related to social studies	e. ① ② ③ ④ ⑤	e. ① ② ③ ④ ⑤	e. ① ② ③ ④ ⑤	e. ① ② ③ ④ ⑤	e. ① ② ③ ④ ⑤
f. Require written reports on outside readings	f. ① ② ③ ④ ⑤	f. ① ② ③ ④ ⑤	f. ① ② ③ ④ ⑤	f. ① ② ③ ④ ⑤	f. ① ② ③ ④ ⑤

FOR HISTORY TEACHERS ONLY	CLASS #1				CLASS #2				CLASS #3				CLASS #4				CLASS #5			
20. ○ If you teach a U.S. History class, how much emphasis do you give to the following topics? I do not teach U.S. History .... ○																				
(MARK ONE ON EACH LINE)	None	A Little	Moderate	Heavy	None	A Little	Moderate	Heavy	None	A Little	Moderate	Heavy	None	A Little	Moderate	Heavy	None	A Little	Moderate	Heavy
a. Settlement/Colonization	a. .. ①	②	③	④	a. .. ①	②	③	④	a. .. ①	②	③	④	a. .. ①	②	③	④	a. .. ①	②	③	④
b. Independence	b. .. ①	②	③	④	b. .. ①	②	③	④	b. .. ①	②	③	④	b. .. ①	②	③	④	b. .. ①	②	③	④
c. Development of democracy	c. .. ①	②	③	④	c. .. ①	②	③	④	c. .. ①	②	③	④	c. .. ①	②	③	④	c. .. ①	②	③	④
d. Constitution	d. .. ①	②	③	④	d. .. ①	②	③	④	d. .. ①	②	③	④	d. .. ①	②	③	④	d. .. ①	②	③	④
e. Civil War/Reconstruction	e. .. ①	②	③	④	e. .. ①	②	③	④	e. .. ①	②	③	④	e. .. ①	②	③	④	e. .. ①	②	③	④
f. Manifest Destiny	f. .. ①	②	③	④	f. .. ①	②	③	④	f. .. ①	②	③	④	f. .. ①	②	③	④	f. .. ①	②	③	④
g. Industrialism	g. .. ①	②	③	④	g. .. ①	②	③	④	g. .. ①	②	③	④	g. .. ①	②	③	④	g. .. ①	②	③	④
h. World War I	h. .. ①	②	③	④	h. .. ①	②	③	④	h. .. ①	②	③	④	h. .. ①	②	③	④	h. .. ①	②	③	④
i. Depression	i. .. ①	②	③	④	i. .. ①	②	③	④	i. .. ①	②	③	④	i. .. ①	②	③	④	i. .. ①	②	③	④
j. New Deal	j. .. ①	②	③	④	j. .. ①	②	③	④	j. .. ①	②	③	④	j. .. ①	②	③	④	j. .. ①	②	③	④
k. World War II	k. .. ①	②	③	④	k. .. ①	②	③	④	k. .. ①	②	③	④	k. .. ①	②	③	④	k. .. ①	②	③	④
l. Cold War	l. .. ①	②	③	④	l. .. ①	②	③	④	l. .. ①	②	③	④	l. .. ①	②	③	④	l. .. ①	②	③	④
m. Vietnam	m. .. ①	②	③	④	m. .. ①	②	③	④	m. .. ①	②	③	④	m. .. ①	②	③	④	m. .. ①	②	③	④
n. Detente (Global Democracy)	n. .. ①	②	③	④	n. .. ①	②	③	④	n. .. ①	②	③	④	n. .. ①	②	③	④	n. .. ①	②	③	④

FOR HISTORY TEACHERS ONLY	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
21. If you teach a Western ○ Civilization or World History class, how much emphasis do you give to each of the following topics? I do not teach Western Civilization .... ○					
(MARK ONE ON EACH LINE)	None A Little Moderate Heavy	None A Little Moderate Heavy	None A Little Moderate Heavy	None A Little Moderate Heavy	None A Little Moderate Heavy
a. Origin of man	a. ① ② ③ ④	a. ① ② ③ ④	a. ① ② ③ ④	a. ① ② ③ ④	a. ① ② ③ ④
b. Pre-historic man	b. ① ② ③ ④	b. ① ② ③ ④	b. ① ② ③ ④	b. ① ② ③ ④	b. ① ② ③ ④
c. Ancient civilizations of Greece and Rome	c. ① ② ③ ④	c. ① ② ③ ④	c. ① ② ③ ④	c. ① ② ③ ④	c. ① ② ③ ④
d. Medieval history	d. ① ② ③ ④	d. ① ② ③ ④	d. ① ② ③ ④	d. ① ② ③ ④	d. ① ② ③ ④
e. Early modern European history	e. ① ② ③ ④	e. ① ② ③ ④	e. ① ② ③ ④	e. ① ② ③ ④	e. ① ② ③ ④
f. Non-western civilization	f. ① ② ③ ④	f. ① ② ③ ④	f. ① ② ③ ④	f. ① ② ③ ④	f. ① ② ③ ④
g. Political, economic, religious, and social aspects of comparative cultures	g. ① ② ③ ④	g. ① ② ③ ④	g. ① ② ③ ④	g. ① ② ③ ④	g. ① ② ③ ④

GO ON TO PART III, PAGE 27

NOTE: So that the four independent teacher questionnaires--English, mathematics, science and history--could be optically scanned as a single document, pages 20 through 26, in the history teacher questionnaire booklet, were left blank intentionally. That is, these blank pages were reserved for the other specific subject matter items asked in the mathematics, science and English teacher questionnaires.

PART III: TEACHER BACKGROUND AND ACTIVITIES

1. What is your sex? (MARK ONE)

○

Male .... ①
Female .... ②

2. Which best describes you? (MARK ONE)

○

American Indian or Alaskan Native .... ①
Asian or Pacific Islander .... ②
Hispanic, regardless of race .... ③
Black, not of Hispanic origin .... ④
White, not of Hispanic origin .... ⑤

3. What is the date of your birth?

DATE

Month	Day		Year	
① JAN				
② FEB				
③ MAR	⓪	⓪	⓪	⓪
④ APR	①	①	①	①
⑤ MAY	②	②	②	②
⑥ JUN	③	③	③	③
⑦ JUL		④	④	④
⑧ AUG		⑤	⑤	⑤
⑨ SEP		⑥	⑥	⑥
⑩ OCT		⑦	⑦	⑦
⑪ NOV		⑧		⑧
⑫ DEC		⑨		⑨

4. Counting this year, how many years in total have you taught at either the elementary or secondary level?
○ (IF ANSWER IS ZERO, WRITE "00")

a. Number of years taught at the elementary level (K-6) ....

Years

⓪	⓪
①	①
②	②
③	③
④	④
⑤	⑤
⑥	⑥
⑦	⑦
⑧	⑧
⑨	⑨

b. Number of years taught at the secondary level (7-12) ....

Years

⓪	⓪
①	①
②	②
③	③
④	④
⑤	⑤
⑥	⑥
⑦	⑦
⑧	⑧
⑨	⑨

5. Counting this year, how many years in total have you taught in this school?

Years

⓪	⓪
①	①
②	②
③	③
④	④
⑤	⑤
⑥	⑥
⑦	⑦
⑧	⑧
⑨	⑨

6. What is your employment status in this school or school system? (MARK ONE)
○

a. Regular full-time position .... ①
b. Regular part-time position .... ②
c. Substitute teacher .... ③

7. What type of teaching certification do you hold from the state where you teach? (MARK ONE)
○

a. I am not certified 4
(SKIP TO QUESTION 9) ←

b. Regular or standard certification (standard certification offered in your state) 1

c. Probationary certification (the initial certification issued after satisfying all requirements except the completion of a probationary period) 2

d. Temporary, provisional, or emergency certification (require additional coursework before regular certification can be obtained) 3

8. For each of the following subjects, please indicate whether you are certified in the state where you teach. (MARK ALL THAT APPLY)
○

a. Mathematics .... ①
b. Science .... ②
c. English .... ③
d. History .... ④

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9. What academic degree do you hold?
○ (MARK ALL THAT APPLY)

a. No degree **(SKIP TO QUESTION 12)**	①
b. Associate degree **(SKIP TO QUESTION 12)**	①
c. Bachelor's	①
d. Education specialist or professional diploma based on at least one year of work (e.g., credential, 6-year certificate)	①
e. Master's	①
f. Doctorate	①
g. First professional degree (e.g., M.D., L.L.B., J.D., D.D.S.)	①

10. What were your major and minor fields of study for your bachelor's degree?
(MARK ALL THAT APPLY)

	Major	Minor
a. Education	①	①
b. English	①	①
c. History (or Social Studies/ Social Science)	①	①
d. Mathematics	①	①
e. Natural/Physical Sciences	①	①
f. Foreign Language	①	①
g. Other (PLEASE SPECIFY)	①	①

MAJOR ☐ MINOR ☐

h. Not applicable; did not receive bachelor's degree ① **(SKIP TO QUESTION 12)**

11. What were your major and minor fields of study for your highest graduate degree?
(MARK ALL THAT APPLY)

	Major	Minor
a. Education	①	①
b. English	①	①
c. History (or Social Studies/ Social Science)	①	①
d. Mathematics	①	①
e. Natural/Physical Sciences	①	①
f. Foreign Language	①	①
g. Other (PLEASE SPECIFY)	①	①

MAJOR ☐ MINOR ☐

h. Not applicable, did not receive a graduate degree ①

12. What is your current department/subject area affiliation? (MARK ALL THAT APPLY)

a. Mathematics	①
b. Science	①
c. Humanities	①
d. English	①
e. Foreign language	①
f. Social science/Social studies	①
g. History	①
h. Vocational education	①
i. Physical Education	①
j. Guidance counseling	①
k. Special education	①
l. Other	①

13. Darken the oval beside the course you teach most frequently.

MATHEMATICS

① General Math
② Pre-Algebra
③ Algebra I
④ Algebra II
⑤ Geometry
⑥ Trigonometry
⑦ Pre-Calculus
⑧ Calculus
⑨ Consumer/Business Math
⑩ Other Math

SCIENCE

⑪ General Science
⑫ General Physical Science
⑬ Earth Science
⑭ Principles of Technology
⑮ Biology
⑯ Chemistry
⑰ Physics
⑱ Other Science

ENGLISH

⑲ Basic English
⑳ Sophomore English
㉑ American Literature
㉒ Comparitive Literature
㉓ Humanities
㉔ Great Books
㉕ Honors English
㉖ Other English

SOCIAL SCIENCE

㉗ World History
㉘ Economics
㉙ Sociology
㉚ U.S. History
㉛ American Government/Civics
㉜ Western Civilization
㉝ Geography
㉞ Psychology
㉟ Area Studies
㊱ Other Social Science

OTHER COURSES

㊲ Foreign Language
㊳ Music
㊴ Computer Science
㊵ Industrial Arts
㊶ Religious Education
㊷ Physical Education
㊸ Family Life Studies
㊹ Typing/Word Processing
㊺ Vocational Education
㊻ Art
㊼ Drama
㊽ Home Economics
㊾ Other Course

14. How many undergraduate and graduate courses have you taken in this subject area you teach most frequently? A course is one that meets 2-5 classroom hours per week during one semester or quarter. (IF TEACHING STATE HISTORY, INCLUDE HISTORY COURSES; IF TEACHING ANY MATH SUBJECT, INCLUDE ALL MATH COURSES.)

Number of courses taken in your most frequently taught subject: (MARK ONE FOR EACH COLUMN)

	A. Undergraduate	B. Graduate
None	①	①
2-4 courses	②	②
5-7 courses	③	③
8 or more courses	④	④
Don't remember	⑤	⑤

15. During the current 1989-90 school year, how often do you feel satisfied with your teaching job? (MARK ONE)

Almost never	①
Some of the time	②
Most of the time	③
All of the time	④

16. Suppose you could go back to college and START OVER AGAIN: in view of your present knowledge, would you become a teacher? (MARK ONE)

Certainly would not become a teacher	①
Probably would not become a teacher	②
Chances about even for and against	③
Probably would become a teacher	④
Certainly would become a teacher	⑤

17. In addition to your duties at this school, do you hold any other paying jobs that are either full-time or part-time? (MARK ONE FOR EACH COLUMN)

	A. Full-Time	B. Part-Time
No	(4)	(4)
(IF NO TO BOTH, SKIP TO QUESTION 19) ←		
Yes, summer only	(1)	(1)
Yes, school year only	(2)	(2)
Yes, during the entire year	(3)	(3)

18. Are these jobs related to the field of education? (MARK ONE)

No	①
Yes	②

19. What type(s) of support have you received in the last 12 months for in-service education in the subject you teach the majority of the time? (MARK ALL THAT APPLY)

a. None	①
b. Released time from teaching	②
c. Travel and/or per diem expenses	③
d. Stipend(s)	④
e. Professional growth credits	⑤

20. Please indicate whether you have participated in any of the following activities during the past school year. (MARK ALL THAT APPLY)

a. School-system-sponsored workshops during school year	①
b. School-system-sponsored workshops during summer	①
c. School-wide curriculum committee	①
d. Department curriculum committee	①
e. Committee work or special assignment other than curriculum	①
f. University extension courses	①
g. College courses in EDUCATION during school year	①
h. College courses in subject fields OTHER THAN EDUCATION during school year	①
i. College courses in EDUCATION during the summer	①
j. College courses in subjects OTHER THAN EDUCATION during the summer	①
k. Professional growth activities sponsored by professional association(s)	①
l. None of the above	①

21. During the first semester of the current school year, how many days of teaching did you miss for any reason? (MARK ONE)

No days absent	1
1-2 days absent	2
3-4 days absent	3
5-7 days absent	4
8-11 days absent	5
12 or more days absent	6

22. How often did a supervisor or official from your school or district formally observe your teaching during the first semester of the current school year? (MARK ONE)

Not allowed to observe	①
Never	②
One time only	③
Two to three times a semester/term	④
At least once a month	⑤
At least once a week	⑥

23. For the most recent full school week, please indicate about how much time you spent outside regular school hours on each of the following school-related activities: (if none, write in "00") (WRITE IN AMOUNT FOR EACH LINE)

	Hours	Minutes
a. Planning and preparing for teaching	☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨	☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨
b. Correcting papers/homework/tests	☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨	☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨
c. Other record keeping/paperwork	☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨	☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨
d. Meeting with other teachers on lesson planning, curriculum development, guidance	☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨	☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨
e. Coordinating a curriculum area or department	☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨	☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨
f. Supervising students (field trips, study hall)	☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨	☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨
g. Coaching or advising extracurricular activities	☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨	☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨
h. Communicating with parents/ parent conference	☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨	☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨

Continued on next page

23. **(Continued) For the most recent full school week, please indicate about how much time you spent outside regular school hours on each of the following school-related activities: (if none, write in "00")** (WRITE IN AMOUNT FOR EACH LINE)

	Hours	Minutes
i. Tutoring individual students	☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨	☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨
j. Academic counseling with students	☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨	☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨
k. Personal counseling with students	☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨	☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨
l. Informal student/teacher contact	☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨	☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨
m. Keeping up-to-date in my field	☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨	☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨

24. **Indicate the importance you give to each of the following in setting grades for students in your classes (exclude special education students).** (MARK ONE ON EACH LINE)

	Not Important	Somewhat Important	Very Important	Extremely Important
a. Absolute level of achievement	①	②	③	④
b. Achievement relative to the rest of the class	①	②	③	④
c. Individual improvement or progress over past performance	①	②	③	④
d. Effort	①	②	③	④
e. Class participation	①	②	③	④
f. Completing homework assignments	①	②	③	④
g. Consistently attending class	①	②	③	④

PART IV. SCHOOL CLIMATE

1. Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements. (MARK ONE ON EACH LINE)

	Strongly Disagree	Disagree	Disagree Somewhat	Agree Somewhat	Agree	Strongly Agree
a. I make a conscious effort to coordinate the content of my courses with teachers in my department/curricular area	①	②	③	④	⑤	⑥
b. You can count on most staff members to help out anywhere, anytime — even though it may not be part of their official assignment	①	②	③	④	⑤	⑥
c. Most of my departmental colleagues share my beliefs and values about the central mission of the school	①	②	③	④	⑤	⑥
d. My success or failure in teaching students is due primarily to factors beyond my control rather than to my own effort and ability	①	②	③	④	⑤	⑥
e. The level of student misbehavior (e.g., noise, horseplay, or fighting in the halls, cafeteria, or student lounge) in this school interferes with my teaching	①	②	③	④	⑤	⑥
f. The principal does a poor job of getting resources for this school	①	②	③	④	⑤	⑥
g. The principal deals effectively with pressures from outside the school that might interfere with my teaching	①	②	③	④	⑤	⑥
h. The principal sets priorities, makes plans, and sees that they are carried out	①	②	③	④	⑤	⑥
i. Many of the students I teach are not capable of learning the material I am supposed to teach them	①	②	③	④	⑤	⑥
j. Goals and priorities for the school are clear	①	②	③	④	⑤	⑥
k. The staff seldom evaluates its programs and activities	①	②	③	④	⑤	⑥
l. Staff members are recognized for a job well done	①	②	③	④	⑤	⑥
m. The amount of student tardiness and class cutting in this school interferes with my teaching	①	②	③	④	⑤	⑥
n. I make a conscious effort to coordinate the content of my course with teachers outside my department/curricular area	①	②	③	④	⑤	⑥
o. The principal knows what kind of school he/she wants and has communicated it to the staff	①	②	③	④	⑤	⑥
p. This school's administration knows the problems faced by the staff	①	②	③	④	⑤	⑥
q. In this school I am encouraged to experiment with my teaching	①	②	③	④	⑤	⑥

2. Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements.
(MARK ONE ON EACH LINE)

Strongly Agree
Agree
Agree Somewhat
Disagree Somewhat
Disagree
Strongly Disagree

a. Routine duties and paperwork interfere with my job of teaching .... ① ② ③ ④ ⑤ ⑥

b. The department's chair or curricular area coordinator's behavior toward the staff is supportive and encouraging .... ① ② ③ ④ ⑤ ⑥

c. Teachers in this school are continually learning and seeking new ideas .... ① ② ③ ④ ⑤ ⑥

d. Necessary materials (e.g., textbooks, supplies, copy machine) are readily available as needed by the staff .... ① ② ③ ④ ⑤ ⑥

e. There is a great deal of cooperative effort among staff members .... ① ② ③ ④ ⑤ ⑥

f. There is broad agreement among the entire school faculty about the central mission of the school .... ① ② ③ ④ ⑤ ⑥

g. I usually look forward to each working day at this school .... ① ② ③ ④ ⑤ ⑥

h. This school seems like a big family; everyone is so close and cordial .... ① ② ③ ④ ⑤ ⑥

i. The principal lets staff members know what is expected of them .... ① ② ③ ④ ⑤ ⑥

j. I sometimes feel it is a waste of time to try to do my best as a teacher .... ① ② ③ ④ ⑤ ⑥

k. The principal is interested in innovation and new ideas .... ① ② ③ ④ ⑤ ⑥

l. Rules for student behavior are consistently enforced in this school .... ① ② ③ ④ ⑤ ⑥

m. The principal usually consults with staff members before he/she makes decisions that affect us .... ① ② ③ ④ ⑤ ⑥

n. The attitudes and habits students bring to my class greatly reduce their chances for academic success .... ① ② ③ ④ ⑤ ⑥

o. The level of student drug or alcohol use in this school interferes with my teaching .... ① ② ③ ④ ⑤ ⑥

p. I am familiar with the content and specific goals of the courses taught by other teachers in my department .... ① ② ③ ④ ⑤ ⑥

q. The teachers union (or education association) and the school administration work together to improve the achievement of students in this school .... ① ② ③ ④ ⑤ ⑥

3. **Indicate the degree to which each of the following is a problem with students in your school.**
(MARK ONE ON EACH LINE)

	Not a Problem	Minor Problem	Moderate Problem	Serious Problem
a. Tardiness	①	②	③	④
b. Absenteeism	①	②	③	④
c. Class cutting	①	②	③	④
d. Physical conflicts among students	①	②	③	④
e. Gang activities	①	②	③	④
f. Robbery or theft	①	②	③	④
g. Vandalism	①	②	③	④
h. Use of alcohol	①	②	③	④
i. Use of illegal drugs	①	②	③	④
j. Possession of weapons	①	②	③	④
k. Physical abuse of teachers	①	②	③	④
l. Verbal abuse of teachers	①	②	③	④
m. Racial/ethnic conflict among students	①	②	③	④

4. **When students are successful in achieving intended goals or objectives, it is often attributed to one of the following sources. Which do you believe is the most frequent source of success?** (MARK ONE)

Student's home background	①
Student's intellectual ability	②
Student's enthusiasm or perseverance	③
Teacher's attention to the unique interests and abilities of the student	④
Teacher's use of effective methods of teaching	⑤
Teacher's enthusiasm or perseverance	⑥

5. **On the scale below, indicate the extent to which you agree or disagree with each of the following statements.**
(MARK ONE ON EACH LINE)

	Strongly Disagree	Disagree	Disagree Somewhat	Agree Somewhat	Agree	Strongly Agree
a. If I try really hard, I can get through even to the most difficult or unmotivated students	①	②	③	④	⑤	⑥
b. I feel that it's part of my responsibility to keep students from dropping out of school	①	②	③	④	⑤	⑥
c. If some students in my class are not doing well, I feel that I should change my approach to the subject	①	②	③	④	⑤	⑥
d. By trying a different teaching method, I can significantly affect a student's achievement	①	②	③	④	⑤	⑥
e. There is really very little I can do to insure that most of my students achieve at a high level	①	②	③	④	⑤	⑥
f. I am certain I am making a difference in the lives of my students	①	②	③	④	⑤	⑥

6. **How often does racial/ethnic conflict occur among students at your school?** (MARK ONE)

Never	①
Rarely	②
Sometimes	③
Often	④

2[illegible]

7. Among all the staff in this school:

A. To whom do you turn most often for information and advice about day to day instructional problems? (MARK ONE)

I don't seek advice from anyone at my school .... ⓪ **(SKIP TO QUESTION 8)**
Principal .... ①
Your department chair .... ②
Your area coordinator .... ③
Other colleagues in your department .... ④
Other school staff members .... ⑤

Write in department/curricular area

☐

B. How often do you seek advice from this person in an average month during the school year? (MARK ONE)

0-1 times a month .... ①
2-5 times a month .... ②
6-10 times a month .... ③
Over 10 times a month .... ④

8. To what extent has each of the following people at this school helped you improve your teaching or solve an instructional ○ or class management problem? (MARK ONE ON EACH LINE)

	Did Not Receive Any Help	**Not Helpful**		**Moderately Helpful**		**Extremely Helpful**
a. Principal or school head	①	②	③	④	⑤	⑥
b. Department chair	①	②	③	④	⑤	⑥
c. Other school administrators	①	②	③	④	⑤	⑥
d. Department colleagues	①	②	③	④	⑤	⑥
e. Colleagues outside my department	①	②	③	④	⑤	⑥
f. Personnel group or committee	①	②	③	④	⑤	⑥

9. At this school, how much actual influence do you think teachers have over school policy in each of the areas below? (MARK ONE ON EACH LINE)

	No Influence		Moderate Influence		A Great Deal of Influence
a. Determining discipline policy	①	②	③	④	⑤
b. Determining the content of inservice programs	①	②	③	④	⑤
c. Setting policy on grouping students in classes by ability	①	②	③	④	⑤
d. Establishing curriculum	①	②	③	④	⑤

10. How often does your department hold staff meetings? (MARK ONE)

a. Never	①
b. 1-3 times per semester	②
c. 1-3 times per month	③
d. Once a week	④
e. 2-3 times per week	⑤

11. To what degree do the following represent your most important teaching goals? (MARK ONE ON EACH LINE)

	Not Important	Somewhat Important	Very Important	Extremely Important
a. I'm happy just to get through the day	①	②	③	④
b. I want to be sure to cover the curriculum	①	②	③	④
c. I want my students to understand and be able to make sense of the subject matter	①	②	③	④
d. I work to insure that as many students as possible perform well on tests	①	②	③	④
e. I want to maintain order and discipline in the classroom	①	②	③	④
f. I work to create lessons so my students will enjoy learning and become independent learners	①	②	③	④
g. I work toward developing the skills needed for my students to become employable adults and responsible citizens	①	②	③	④

12. **Please provide the information requested below so we can reach you if any clarification of your responses is needed.**
○ **(Please print)**

LAST NAME ☐ **FIRST NAME** ☐ **M.I.** ☐ **MAIDEN NAME** ☐

TELEPHONE NUMBER ( ) ☐ HOME BEST TIME OF DAY TO CALL: ☐ AM PM

TELEPHONE NUMBER ( ) ☐ OFFICE (SCHOOL) BEST TIME OF DAY TO CALL: ☐ AM PM

DATE COMPLETED

MONTH		DAY						YEAR
① Jan	⑦ July	①	⑦	⑬	⑲	㉕	㉛	
② Feb	⑧ Aug	②	⑧	⑭	⑳	㉖		○ 1989
③ Mar	⑨ Sep	③	⑨	⑮	㉑	㉗		○ 1990
④ Apr	⑩ Oct	④	⑩	⑯	㉒	㉘		○ 1991
⑤ May	⑪ Nov	⑤	⑪	⑰	㉓	㉙		
⑥ June	⑫ Dec	⑥	⑫	⑱	㉔	㉚		

THANK YOU FOR YOUR COOPERATION.

NELS 88
STUDENTS · PARENTS · SCHOOLS · TEACHERS

NATIONAL EDUCATION LONGITUDINAL STUDY OF 1988

NORC-4492
Form Approved
OMB No. 1850-0593
App. Exp.: 1/91

FIRST FOLLOW-UP

TEACHER QUESTIONNAIRE

MATHEMATICS VERSION

Sponsored by:

U.S. Department of Education
Center for Education Statistics

NORC
A Social Science Research Center
University of Chicago

USES OF THE DATA

The data from this survey will be used by educators and by Federal and State policy makers to address important issues facing the Nation's schools: educational standards, curriculum tracking, dropping out of school, the education of the disadvantaged, the needs of language minority students, incentives for attracting students to the study of science and mathematics, and the features of effective schools.

CONFIDENTIALITY

As a matter of policy, the National Center for Education Statistics is concerned with protecting the privacy of individuals who participate in voluntary surveys. We want to let you know that:

1. Section 406 of the General Education Provisions Act (20-USC 1221e-1) and Public Law 100-297 allow us to ask you the questions in this questionnaire.
2. Your responses will be merged with those of other respondents, and the answers you give will never be identified as yours.
3. You may skip any questions you do not wish to answer; however, we hope you answer as many questions as you can.

ID NUMBER

0	0	0	0	0	0	M
1	1	1	1	1	1	S
2	2	2	2	2	2	E
3	3	3	3	3	3	H
4	4	4	4	4	4	
5	5	5	5	5	5	
6	6	6	6	6	6	
7	7	7	7	7	7	
8	8	8	8	8	8	
9	9	9	9	9	9	

The public reporting burden for this collection of information is estimated to average one hour (60 minutes) per response. Send comments regarding this burden estimate, or any other aspect of this collection of information, to: U.S. Department of Education Information Management and Compliance Division, Washington, D.C., 20202-4651 and to the Office of Management and Budget Paperwork Reduction Project, Washington, D.C., 20503.

Educational Organizations That Have Endorsed NELS:88

American Association of School Administrators (AASA)
National Association of Secondary School Principals
National School Boards Association (NSBA)
The National Catholic Education Association (NCEA)
The National Association of Independent Schools (NAIS)

MARKING DIRECTIONS

- Use only a soft lead pencil (No. 2 is best).
- Make dark marks that fill the oval.
- Erase cleanly any answer you wish to change.
- Make no stray markings of any kind.

CORRECT MARKS
○●○●

INCORRECT MARKS
☑☒⊖⊙

EXAMPLE: 1. Will marks made with ballpoint or felt-tip pen be properly read?

○ Yes ● No

Use Soft Lead Pencil Only

TEACHER QUESTIONNAIRE
Mathematics Version

INTRODUCTION

This questionnaire is part of a major longitudinal study designed to provide trend data about critical transitions experienced by young people as they develop, attend school, and embark on their careers. Your school has agreed to participate in this study and has allowed us to resurvey those students who were selected as part of a random sample when they were in eighth grade. A list of these sampled students should be attached to the cover of this questionnaire. (If the list is missing, please report the problem to the study coordinator at your school — the person who distributed this questionnaire to you.) You have been identified as a teacher of one or more of the sampled students. We are seeking information from you to supplement other study data about these students.

This questionnaire has four very different sections:

- Part I asks you questions about the characteristics and behaviors of the sampled students whom you have in one of your classes this semester/term. Individual students are referred to by "Student Number," as shown in the List of Students attached to the cover of this questionnaire. Part I asks you to write the student's initials below the student's number. If you have more than sixteen students on your list of students, your packet should contain a "Continuation Booklet" for use in answering questions about students 17 and above.
- Part II asks a series of questions about specific, designated classes. The particular class or classes for which information is being requested is indicated on a Class List sheet attached to the cover page of this questionnaire. As you will see, Part II contains room for responses on a maximum of five classes. You may not need all five response columns. Use only as many columns as you need to respond separately for each of the classes listed on the attached class list. In the unlikely event that your class list contains more than five different classes, use your "Continuation Booklet" for answering questions about classes numbered 6 and above.
- Part III requests some general background information about you.
- Part IV asks a series of questions about your school's climate.

Please answer directly on the questionnaire by darkening the appropriate oval or by writing your response in the space provided.

We realize that you are very busy; however, we would appreciate it if you would complete the questionnaire and return it to your NELS:88 School Coordinator within the next two weeks (or sooner, if asked by the coordinator). To protect the confidentiality of your responses, we suggest that you return the completed questionnaire in the confidential return envelope provided for this purpose.

Thank you very much for your help.

PART I: STUDENT INFORMATION

Please answer the questions in this section for each student listed on the attached Student List. Fill in the oval corresponding to the appropriate responses to Questions 1-23 in the first column for the first listed student. Continue until you have completed a column for each student listed on the Student List. Questions 2-23 apply only to students who are enrolled in the class listed next to their name on the Student List (a "Yes" response to Question 1.) NOTE: DK-Don't Know, NN-Not Necessary

STUDENT NUMBER (from attached list). Please write the student's initials below the number	Student 01	Student 02	Student 03	Student 04	Student 05	Student 06	Student 07	Student 08	Student 09	Student 10	Student 11	Student 12	Student 13	Student 14	Student 15	Student 16
Before answering the questions about this student, write the "Code Number" (second Column on the Student List attached to the front cover of the questionnaire) in the box and darken the oval that corresponds to that number.	☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	☐ ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
1. Is this student assigned to the class shown on the fourth column of the Student List? **IF NO, GO TO THE NEXT STUDENT LISTED AND ANSWER IN THE NEXT COLUMN.**	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No
Questions 2-22 apply only to students for whom your answer to Question 1 is yes.																
2. Does this student usually work hard for good grades?	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK

STUDENT NUMBER (from attached list). Please write the student's initials below the number	Student 01	Student 02	Student 03	Student 04	Student 05	Student 06	Student 07	Student 08	Student 09	Student 10	Student 11	Student 12	Student 13	Student 14	Student 15	Student 16
3. Does this student seem to relate well to other students?	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK
4. Will this student probably go to college?	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK
5. Does this student talk with you outside of class about school work, plans, or personal matters?	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK
6. Have you spoken with the student's parents this semester about the following?																
a. Student's academic performance	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN
b. Student's behavior in school	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN
c. Student's homework assignments	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN
d. Student's absenteeism	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN
7. How involved are the parents of this student in his/her academic performance?																
Not involved	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①
Somewhat involved	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②
Very involved	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③
Don't know	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④

STUDENT NUMBER (from attached list) Please write the student's initials below the number	**Student 01**	**Student 02**	**Student 03**	**Student 04**	**Student 05**	**Student 06**	**Student 07**	**Student 08**	**Student 09**	**Student 10**	**Student 11**	**Student 12**	**Student 13**	**Student 14**	**Student 15**	**Student 16**
8. **Has this student fallen behind in school work because of a health problem?**	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK
9. **Do you feel this student has a learning disability that affects his or her school work?**	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK
10. **Do you feel this student has a physical or emotional handicap that affects his or her school work?**	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK
11. ○ **Is this student a Language Minority student? A Language Minority (LM) student is a student in whose home a non-English language is typically spoken.***	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK
12. ○ **Is this student a Limited-English Proficient (LEP) student? An LEP student is a Language Minority student who has limited English language skills.****	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK
13. **Is this class** . . .																
Too difficult for this student?	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①
Not challenging enough for this student?	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②
The appropriate level for this student?	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③

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*A Language Minority student is a fully English proficient student in whose home a non-English language is typically spoken. This group includes students whose English is fluent enough to benefit from instruction in academic subjects offered in English.

**A Limited-English-Proficient student is a Language Minority student, either LEP or NEP, whose native language is one other than English and whose skills in listening to, speaking, reading, or writing English are such that he/she derives little benefit from school instruction delivered in English.

STUDENT NUMBER (from attached list). Please write the student's initials below the number.	**Student 01**	**Student 02**	**Student 03**	**Student 04**	**Student 05**	**Student 06**	**Student 07**	**Student 08**	**Student 09**	**Student 10**	**Student 11**	**Student 12**	**Student 13**	**Student 14**	**Student 15**	**Student 16**
14. Have you recommended this student for academic honors, advanced placement, or honor classes?																
Not available at this school	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①
Yes	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②
No	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③
15. How often does this student complete homework assignments?																
Never	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①
Rarely	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②
Some of the time	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③
Most of the time	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④
All of the time	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
Don't know	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥
16. How often is this student absent?																
Never	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①
Rarely	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②
Some of the time	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③
Most of the time	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④
All of the time	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
Don't know	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥
17. How often is this student tardy?																
Never	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①
Rarely	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②
Some of the time	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③
Most of the time	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④
All of the time	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
Don't know	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥

STUDENT NUMBER (from attached list) Please write the student's initials below the number	**Student 01**	**Student 02**	**Student 03**	**Student 04**	**Student 05**	**Student 06**	**Student 07**	**Student 08**	**Student 09**	**Student 10**	**Student 11**	**Student 12**	**Student 13**	**Student 14**	**Student 15**	**Student 16**
18. How often is this student attentive in class?																
Never	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①
Rarely	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②
Some of the time	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③
Most of the time	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④
All of the time	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
Don't know	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥
19. Is this student exceptionally passive or withdrawn?	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK
20. How often is this student disruptive in class?																
Never	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①
Rarely	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②
Some of the time	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③
Most of the time	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④
All of the time	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
Don't know	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥
21. Have you spoken to a guidance counselor or a school services person this semester about the following?																
a. Student's academic performance	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN
b. Student's behavior in school	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN

STUDENT NUMBER (from attached list). Please write the student's initials below the number	**Student 01**	**Student 02**	**Student 03**	**Student 04**	**Student 05**	**Student 06**	**Student 07**	**Student 08**	**Student 09**	**Student 10**	**Student 11**	**Student 12**	**Student 13**	**Student 14**	**Student 15**	**Student 16**
21. **Have you spoken to a guidance counselor or a school services person this semester about the following? (Continued)**																
c. Student's homework assignments	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN
d. Student's absenteeism	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN	○ Yes ○ No ○ NN
22. Is this student at risk of ○ dropping out of high school?	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK

WHEN YOU HAVE COMPLETED A COLUMN FOR ALL THE STUDENTS LISTED ON THE STUDENT LIST, GO TO QUESTION 1, PART II.

PART II: CLASS INFORMATION

Please answer the following questions for each class designated on the list attached to the cover of the questionnaire. Answers in this section should refer only to SPRING 1990 CLASSES.

	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
1A. Write in the Class Number from the first column of the Class List (attached to the front cover of the questionnaire) in the box and darken the ovals that correspond with that number.	Class Number ☐ ☐ ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨	☐ ☐ ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨	☐ ☐ ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨	☐ ☐ ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨	☐ ☐ ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨
1B. ○ Write the Class Title (column two) indicated on the Class List in the box. (PLEASE DO NOT WRITE OUTSIDE THIS BOX.)	TITLE ☐	TITLE ☐	TITLE ☐	TITLE ☐	TITLE ☐
2. Are you currently teaching this class? IF NO, GO TO THE NEXT CLASS IN THE NEXT COLUMN. AFTER YOU HAVE COMPLETED A COLUMN FOR ALL THE CLASSES INDICATED ON THE CLASS LIST, GO TO QUESTION 1, PART III.	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No
3. ○ Which of the following best describes the "track" this class is considered to be? (MARK ONE)	Academic .... ① Advanced or honors .... ② General .... ③ Vocational/technical/ business .... ④ Other .... ⑤	Academic .... ① Advanced or honors .... ② General .... ③ Vocational/technical/ business .... ④ Other .... ⑤	Academic .... ① Advanced or honors .... ② General .... ③ Vocational/technical/ business .... ④ Other .... ⑤	Academic .... ① Advanced or honors .... ② General .... ③ Vocational/technical/ business .... ④ Other .... ⑤	Academic .... ① Advanced or honors .... ② General .... ③ Vocational/technical/ business .... ④ Other .... ⑤

	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
4. ○ Which of the following best describes the achievement level of the students in this class compared with the average 10th grade student in this school? (MARK ONE)	**This class consists primarily of students with:** Higher achievement levels . . ① Average achievement levels . ② Lower achievement levels . . ③ Widely differing achievement levels . . . . ④	**This class consists primarily of students with:** Higher achievement levels . . ① Average achievement levels . ② Lower achievement levels . . ③ Widely differing achievement levels . . . . ④	**This class consists primarily of students with:** Higher achievement levels . . ① Average achievement levels . ② Lower achievement levels . . ③ Widely differing achievement levels . . . . ④	**This class consists primarily of students with:** Higher achievement levels . . ① Average achievement levels . ② Lower achievement levels . . ③ Widely differing achievement levels . . . . ④	**This class consists primarily of students with:** Higher achievement levels . . ① Average achievement levels . ② Lower achievement levels . . ③ Widely differing achievement levels . . . . ④
5. ○ How many students are enrolled in this class?	**Students** ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨	**Students** ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨	**Students** ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨	**Students** ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨	**Students** ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨
6. How many students in this class are from minority racial/ethnic groups (e.g., Black, Hispanic, Asian)? (If unsure give your best estimate.)	**Students** ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨	**Students** ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨	**Students** ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨	**Students** ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨	**Students** ⓪ ⓪ ① ① ② ② ③ ③ ④ ④ ⑤ ⑤ ⑥ ⑥ ⑦ ⑦ ⑧ ⑧ ⑨ ⑨
7. How were you assigned to teach this class? (MARK ONE)	My department chair or area coordinator assigned it to me . . . . ① Another school administrator assigned it to me . . . ② I decided to teach it . . . . . . ③ It was my turn to teach it . . . ④	My department chair or area coordinator assigned it to me . . . . ① Another school administrator assigned it to me . . . ② I decided to teach it . . . . . . ③ It was my turn to teach it . . . ④	My department chair or area coordinator assigned it to me . . . . ① Another school administrator assigned it to me . . . ② I decided to teach it . . . . . . ③ It was my turn to teach it . . . ④	My department chair or area coordinator assigned it to me . . . . ① Another school administrator assigned it to me . . . ② I decided to teach it . . . . . . ③ It was my turn to teach it . . . ④	My department chair or area coordinator assigned it to me . . . . ① Another school administrator assigned it to me . . . ② I decided to teach it . . . . . . ③ It was my turn to teach it . . . ④

	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
8. How many Limited-English-Proficient (LEP) students are assigned to this class? A LEP student is a Language Minority student who has limited English language skills.*	LEP Students ☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨	LEP Students ☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨	LEP Students ☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨	LEP Students ☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨	LEP Students ☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨
9. Approximately how much homework do you typically assign each day?	Hours plus Minutes ☐☐ ☐☐ ⓪⓪ ⓪⓪ ①① ①① ②② ②② ③③ ③③ ④④ ④④ ⑤⑤ ⑤⑤ ⑥⑥ ⑥⑥ ⑦⑦ ⑦⑦ ⑧⑧ ⑧⑧ ⑨⑨ ⑨⑨	Hours plus Minutes ☐☐ ☐☐ ⓪⓪ ⓪⓪ ①① ①① ②② ②② ③③ ③③ ④④ ④④ ⑤⑤ ⑤⑤ ⑥⑥ ⑥⑥ ⑦⑦ ⑦⑦ ⑧⑧ ⑧⑧ ⑨⑨ ⑨⑨	Hours plus Minutes ☐☐ ☐☐ ⓪⓪ ⓪⓪ ①① ①① ②② ②② ③③ ③③ ④④ ④④ ⑤⑤ ⑤⑤ ⑥⑥ ⑥⑥ ⑦⑦ ⑦⑦ ⑧⑧ ⑧⑧ ⑨⑨ ⑨⑨	Hours plus Minutes ☐☐ ☐☐ ⓪⓪ ⓪⓪ ①① ①① ②② ②② ③③ ③③ ④④ ④④ ⑤⑤ ⑤⑤ ⑥⑥ ⑥⑥ ⑦⑦ ⑦⑦ ⑧⑧ ⑧⑧ ⑨⑨ ⑨⑨	Hours plus Minutes ☐☐ ☐☐ ⓪⓪ ⓪⓪ ①① ①① ②② ②② ③③ ③③ ④④ ④④ ⑤⑤ ⑤⑤ ⑥⑥ ⑥⑥ ⑦⑦ ⑦⑦ ⑧⑧ ⑧⑧ ⑨⑨ ⑨⑨

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*A Limited-English-Proficient student is a Language Minority student, either LEP or NEP, whose native language is one other than English and whose skills in listening to, speaking, reading, or writing English are such that he/she derives little benefit from instruction in English.

	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
10. How often do you do each of the following with homework assignments? (MARK ONE ON EACH LINE)	**All of the Time** **Most of the Time** **Some of the Time** **Never**	**All of the Time** **Most of the Time** **Some of the Time** **Never**	**All of the Time** **Most of the Time** **Some of the Time** **Never**	**All of the Time** **Most of the Time** **Some of the Time** **Never**	**All of the Time** **Most of the Time** **Some of the Time** **Never**
a. Keep records of who turned in the assignment	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
b. Return assignments with grades or corrections	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
c. Discuss the completed assignment in class	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③	⓪ ① ② ③
11. How many writing assignments of at least one page will a student be required to do in your class this term? (A page is approximately 250 words.) (MARK ONE)	Not applicable ① None ② 1-2 assignments ③ 3-4 assignments ④ 5-6 assignments ⑤ 7-8 assignments ⑥ 9-10 assignments ⑦ 11 or more assignments ⑧	Not applicable ① None ② 1-2 assignments ③ 3-4 assignments ④ 5-6 assignments ⑤ 7-8 assignments ⑥ 9-10 assignments ⑦ 11 or more assignments ⑧	Not applicable ① None ② 1-2 assignments ③ 3-4 assignments ④ 5-6 assignments ⑤ 7-8 assignments ⑥ 9-10 assignments ⑦ 11 or more assignments ⑧	Not applicable ① None ② 1-2 assignments ③ 3-4 assignments ④ 5-6 assignments ⑤ 7-8 assignments ⑥ 9-10 assignments ⑦ 11 or more assignments ⑧	Not applicable ① None ② 1-2 assignments ③ 3-4 assignments ④ 5-6 assignments ⑤ 7-8 assignments ⑥ 9-10 assignments ⑦ 11 or more assignments ⑧
12. What use do you make of the following instructional materials? (MARK ONE ON EACH LINE)	**Primary Resource Used Frequently** Secondary Resource Used Frequently **Rarely Used** Not Used	**Primary Resource Used Frequently** Secondary Resource Used Frequently **Rarely Used** Not Used	**Primary Resource Used Frequently** Secondary Resource Used Frequently **Rarely Used** Not Used	**Primary Resource Used Frequently** Secondary Resource Used Frequently **Rarely Used** Not Used	**Primary Resource Used Frequently** Secondary Resource Used Frequently **Rarely Used** Not Used
a. Textbooks	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
b. Reading materials other than textbooks	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
c. Audio-visual materials	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
d. Other	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④

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	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
13. **Indicate the person or groups who helped determine which particular textbook/workbook you use in this class.** (MARK ALL THAT APPLY)	a. I did ① b. The principal ① c. Departmental committee/colleagues ① d. Department head ① e. A district-wide textbook adoption committee ① f. A state-wide textbook adoption committee ① g. Other ①	a. I did ① b. The principal ① c. Departmental committee/colleagues ① d. Department head ① e. A district-wide textbook adoption committee ① f. A state-wide textbook adoption committee ① g. Other ①	a. I did ① b. The principal ① c. Departmental committee/colleagues ① d. Department head ① e. A district-wide textbook adoption committee ① f. A state-wide textbook adoption committee ① g. Other ①	a. I did ① b. The principal ① c. Departmental committee/colleagues ① d. Department head ① e. A district-wide textbook adoption committee ① f. A state-wide textbook adoption committee ① g. Other ①	a. I did ① b. The principal ① c. Departmental committee/colleagues ① d. Department head ① e. A district-wide textbook adoption committee ① f. A state-wide textbook adoption committee ① g. Other ①
14. **How prepared do you feel to teach the subject matter covered in this course?** (MARK ONE)	Very unprepared 5 Somewhat prepared 4 Adequately prepared 3 Well prepared 2 Very well prepared 1	Very unprepared ① Somewhat prepared ② Adequately prepared ③ Well prepared ④ Very well prepared ⑤	Very unprepared 5 Somewhat prepared 4 Adequately prepared 3 Well prepared 2 Very well prepared 1	Very unprepared ① Somewhat prepared ② Adequately prepared ③ Well prepared ④ Very well prepared ⑤	Very unprepared ① Somewhat prepared ② Adequately prepared ③ Well prepared ④ Very well prepared ⑤
15a. **Approximately how many minutes per week does this class meet regularly (exclude lab periods)?**	MINUTES ☐ ☐ ☐ ⓪ ⓪ ⓪ ① ① ① ② ② ② ③ ③ ③ ④ ④ ④ ⑤ ⑤ ⑤ ⑥ ⑥ ⑥ ⑦ ⑦ ⑦ ⑧ ⑧ ⑧ ⑨ ⑨ ⑨	MINUTES ☐ ☐ ☐ ⓪ ⓪ ⓪ ① ① ① ② ② ② ③ ③ ③ ④ ④ ④ ⑤ ⑤ ⑤ ⑥ ⑥ ⑥ ⑦ ⑦ ⑦ ⑧ ⑧ ⑧ ⑨ ⑨ ⑨	MINUTES ☐ ☐ ☐ ⓪ ⓪ ⓪ ① ① ① ② ② ② ③ ③ ③ ④ ④ ④ ⑤ ⑤ ⑤ ⑥ ⑥ ⑥ ⑦ ⑦ ⑦ ⑧ ⑧ ⑧ ⑨ ⑨ ⑨	MINUTES ☐ ☐ ☐ ⓪ ⓪ ⓪ ① ① ① ② ② ② ③ ③ ③ ④ ④ ④ ⑤ ⑤ ⑤ ⑥ ⑥ ⑥ ⑦ ⑦ ⑦ ⑧ ⑧ ⑧ ⑨ ⑨ ⑨	MINUTES ☐ ☐ ☐ ⓪ ⓪ ⓪ ① ① ① ② ② ② ③ ③ ③ ④ ④ ④ ⑤ ⑤ ⑤ ⑥ ⑥ ⑥ ⑦ ⑦ ⑦ ⑧ ⑧ ⑧ ⑨ ⑨ ⑨

	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
15b. Approximately how many minutes per week does this class have lab sessions (e.g., science, math)?	MINUTES ⓪ ⓪ ⓪ ① ① ① ② ② ② ③ ③ ③ ④ ④ ④ ⑤ ⑤ ⑤ ⑥ ⑥ ⑥ ⑦ ⑦ ⑦ ⑧ ⑧ ⑧ ⑨ ⑨ ⑨	MINUTES ⓪ ⓪ ⓪ ① ① ① ② ② ② ③ ③ ③ ④ ④ ④ ⑤ ⑤ ⑤ ⑥ ⑥ ⑥ ⑦ ⑦ ⑦ ⑧ ⑧ ⑧ ⑨ ⑨ ⑨	MINUTES ⓪ ⓪ ⓪ ① ① ① ② ② ② ③ ③ ③ ④ ④ ④ ⑤ ⑤ ⑤ ⑥ ⑥ ⑥ ⑦ ⑦ ⑦ ⑧ ⑧ ⑧ ⑨ ⑨ ⑨	MINUTES ⓪ ⓪ ⓪ ① ① ① ② ② ② ③ ③ ③ ④ ④ ④ ⑤ ⑤ ⑤ ⑥ ⑥ ⑥ ⑦ ⑦ ⑦ ⑧ ⑧ ⑧ ⑨ ⑨ ⑨	MINUTES ⓪ ⓪ ⓪ ① ① ① ② ② ② ③ ③ ③ ④ ④ ④ ⑤ ⑤ ⑤ ⑥ ⑥ ⑥ ⑦ ⑦ ⑦ ⑧ ⑧ ⑧ ⑨ ⑨ ⑨
15c. ○ Indicate about what percent of your time is spent each week doing each of the following with this class? (MARK ONE ON EACH LINE)	None <10% 10-24% 25-49% 50-74% 75-100%	None <10% 10-24% 25-49% 50-74% 75-100%	None <10% 10-24% 25-49% 50-74% 75-100%	None <10% 10-24% 25-49% 50-74% 75-100%	None <10% 10-24% 25-49% 50-74% 75-100%
a. Providing instruction to the class as a whole	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥
b. Providing instruction to small groups of students	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥
c. Providing instruction to individual students	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥
d. Maintaining order/ disciplining students	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥
e. Administering tests or quizzes	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥
f. Performing routine administrative tasks (e.g., taking attendance, making announcements, etc.)	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥
g. Conducting lab periods	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥

	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
17. **How much control do you feel you have IN YOUR CLASSROOM over each of the following areas of your planning and teaching?** (MARK ONE ON EACH LINE)					
	No Control ——— Complete Control	No Control ——— Complete Control	No Control ——— Complete Control	No Control ——— Complete Control	No Control ——— Complete Control
a. **Selecting textbooks and other instructional materials**	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥
b. **Selecting content, topics, and skills to be taught**	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥
c. **Selecting teaching techniques**	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥
d. **Disciplining students**	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥
e. **Determining the amount of homework**	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥
	Never **1-3 Times Per Semester** 1-3 Times Per Month **Once a Week** 2-3 Times Per Week **Almost Every Lesson**	Never **1-3 Times Per Semester** 1-3 Times Per Month **Once a Week** 2-3 Times Per Week **Almost Every Lesson**	Never **1-3 Times Per Semester** 1-3 Times Per Month **Once a Week** 2-3 Times Per Week **Almost Every Lesson**	Never **1-3 Times Per Semester** 1-3 Times Per Month **Once a Week** 2-3 Times Per Week **Almost Every Lesson**	Never **1-3 Times Per Semester** 1-3 Times Per Month **Once a Week** 2-3 Times Per Week **Almost Every Lesson**
18. How often do you use the following teaching methods? (MARK ONE ON EACH LINE)					
a. Lecture	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤
b. Film	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤
c. Whole-group discussion	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤
d. Have students respond orally to questions on subject matter	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤
e. Have student-led whole-group discussions	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤
f. Have students work in small groups	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤
g. Have students complete individual written assignments or worksheets in class	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤
h. Have students give oral reports	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤
i. Other	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤	⓪ ① ② ③ ④ ⑤

The next series of questions for teachers of mathematics classes should be completed for each class listed on the class list. The columns refer to the same classes that you identified on page 10, Question 1A.

FOR MATH TEACHERS ONLY	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
19. How much emphasis do you give to each of the following objectives? (MARK ONE ON EACH LINE)	None A Little Moderate Heavy	None A Little Moderate Heavy	None A Little Moderate Heavy	None A Little Moderate Heavy	None A Little Moderate Heavy
a. Understanding the logical structure of mathematics	a. ① ② ③ ④	a. ① ② ③ ④	a. ① ② ③ ④	a. ① ② ③ ④	a. ① ② ③ ④
b. Understanding the nature of proof	b. ① ② ③ ④	b. ① ② ③ ④	b. ① ② ③ ④	b. ① ② ③ ④	b. ① ② ③ ④
c. Memorizing facts, rules and steps	c. ① ② ③ ④	c. ① ② ③ ④	c. ① ② ③ ④	c. ① ② ③ ④	c. ① ② ③ ④
d. Becoming interested in mathematics	d. ① ② ③ ④	d. ① ② ③ ④	d. ① ② ③ ④	d. ① ② ③ ④	d. ① ② ③ ④
e. Knowing mathematical facts, principles, and algorithms	e. ① ② ③ ④	e. ① ② ③ ④	e. ① ② ③ ④	e. ① ② ③ ④	e. ① ② ③ ④
f. Developing an awareness of the importance of mathematics in everyday life	f. ① ② ③ ④	f. ① ② ③ ④	f. ① ② ③ ④	f. ① ② ③ ④	f. ① ② ③ ④
g. Thinking about what a problem means and ways it might be solved	g. ① ② ③ ④	g. ① ② ③ ④	g. ① ② ③ ④	g. ① ② ③ ④	g. ① ② ③ ④
h. Performing computations with speed and accuracy	h. ① ② ③ ④	h. ① ② ③ ④	h. ① ② ③ ④	h. ① ② ③ ④	h. ① ② ③ ④
i. Developing an awareness of the importance of mathematics in the basic and applied sciences	i. ① ② ③ ④	i. ① ② ③ ④	i. ① ② ③ ④	i. ① ② ③ ④	i. ① ② ③ ④
j. Understanding mathematical concepts	j. ① ② ③ ④	j. ① ② ③ ④	j. ① ② ③ ④	j. ① ② ③ ④	j. ① ② ③ ④
k. Learning about the application of mathematics in business and industry	k. ① ② ③ ④	k. ① ② ③ ④	k. ① ② ③ ④	k. ① ② ③ ④	k. ① ② ③ ④
l. Having students talk or ask questions about math	l. ① ② ③ ④	l. ① ② ③ ④	l. ① ② ③ ④	l. ① ② ③ ④	l. ① ② ③ ④

FOR MATH TEACHERS ONLY	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
20. If you teach an Algebra I ○ class, do you teach or review the following topics this semester/term? I do not teach Algebra I ○ (MARK ONE ON EACH LINE)	Topic not in school curriculum No, it will be taught later No, it was taught previously Yes, I review it only Yes, I teach it as new content	Topic not in school curriculum No, it will be taught later No, it was taught previously Yes, I review it only Yes, I teach it as new content	Topic not in school curriculum No, it will be taught later No, it was taught previously Yes, I review it only Yes, I teach it as new content	Topic not in school curriculum No, it will be taught later No, it was taught previously Yes, I review it only Yes, I teach it as new content	Topic not in school curriculum No, it will be taught later No, it was taught previously Yes, I review it only Yes, I teach it as new content
a. Positive and negative integers	a. ① ② ③ ④ ⑤	a. ① ② ③ ④ ⑤	a. ① ② ③ ④ ⑤	a. ① ② ③ ④ ⑤	a. ① ② ③ ④ ⑤
b. Addition/Subtraction of integers	b. ① ② ③ ④ ⑤	b. ① ② ③ ④ ⑤	b. ① ② ③ ④ ⑤	b. ① ② ③ ④ ⑤	b. ① ② ③ ④ ⑤
c. Multiplication/Division of integers	c. ① ② ③ ④ ⑤	c. ① ② ③ ④ ⑤	c. ① ② ③ ④ ⑤	c. ① ② ③ ④ ⑤	c. ① ② ③ ④ ⑤
d. Structural properties of the set of integers (e.g., commutative, associative, distributive)	d. ① ② ③ ④ ⑤	d. ① ② ③ ④ ⑤	d. ① ② ③ ④ ⑤	d. ① ② ③ ④ ⑤	d. ① ② ③ ④ ⑤
e. Order relations in the set of integers	e. ① ② ③ ④ ⑤	e. ① ② ③ ④ ⑤	e. ① ② ③ ④ ⑤	e. ① ② ③ ④ ⑤	e. ① ② ③ ④ ⑤
f. Evaluating formulae for given values of the variables	f. ① ② ③ ④ ⑤	f. ① ② ③ ④ ⑤	f. ① ② ③ ④ ⑤	f. ① ② ③ ④ ⑤	f. ① ② ③ ④ ⑤
g. Deriving formulae or equations	g. ① ② ③ ④ ⑤	g. ① ② ③ ④ ⑤	g. ① ② ③ ④ ⑤	g. ① ② ③ ④ ⑤	g. ① ② ③ ④ ⑤
h. Solving literal equations	h. ① ② ③ ④ ⑤	h. ① ② ③ ④ ⑤	h. ① ② ③ ④ ⑤	h. ① ② ③ ④ ⑤	h. ① ② ③ ④ ⑤
i. Solving linear equations	i. ① ② ③ ④ ⑤	i. ① ② ③ ④ ⑤	i. ① ② ③ ④ ⑤	i. ① ② ③ ④ ⑤	i. ① ② ③ ④ ⑤
j. Word problems	j. ① ② ③ ④ ⑤	j. ① ② ③ ④ ⑤	j. ① ② ③ ④ ⑤	j. ① ② ③ ④ ⑤	j. ① ② ③ ④ ⑤

	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
21. **Which of the following textbooks constitutes the primary source that you use in this Algebra I class?** (MARK ONE FOR EACH CLASS)	ⓐ This is not an Algebra I class. ⓑ Algebra I, D.C. Heath and Co., 1987 ⓒ Algebra I, Merrill, 1980 ⓓ HBJ Algebra I, Holt, Rinehart and Winston and Harcourt Brace Jovanovich, 1987 ⓔ Algebra Structure and Method, Houghton Mifflin, 1986 ⓕ Elementary Algebra, Houghton Mifflin, 1983 ⓖ Other Textbook (Please specify below — Please do not write outside box) TITLE AUTHOR PUBLISHER PUBLICATION DATE/EDITION	ⓐ This is not an Algebra I class. ⓑ Algebra I, D.C. Heath and Co., 1987 ⓒ Algebra I, Merrill, 1980 ⓓ HBJ Algebra I, Holt, Rinehart and Winston and Harcourt Brace Jovanovich, 1987 ⓔ Algebra Structure and Method, Houghton Mifflin, 1986 ⓕ Elementary Algebra, Houghton Mifflin, 1983 ⓖ Other Textbook (Please specify below — Please do not write outside box) TITLE AUTHOR PUBLISHER PUBLICATION DATE/EDITION	ⓐ This is not an Algebra I class. ⓑ Algebra I, D.C. Heath and Co., 1987 ⓒ Algebra I, Merrill, 1980 ⓓ HBJ Algebra I, Holt, Rinehart and Winston and Harcourt Brace Jovanovich, 1987 ⓔ Algebra Structure and Method, Houghton Mifflin, 1986 ⓕ Elementary Algebra, Houghton Mifflin, 1983 ⓖ Other Textbook (Please specify below — Please do not write outside box) TITLE AUTHOR PUBLISHER PUBLICATION DATE/EDITION	ⓐ This is not an Algebra I class. ⓑ Algebra I, D.C. Heath and Co., 1987 ⓒ Algebra I, Merrill, 1980 ⓓ HBJ Algebra I, Holt, Rinehart and Winston and Harcourt Brace Jovanovich, 1987 ⓔ Algebra Structure and Method, Houghton Mifflin, 1986 ⓕ Elementary Algebra, Houghton Mifflin, 1983 ⓖ Other Textbook (Please specify below — Please do not write outside box) TITLE AUTHOR PUBLISHER PUBLICATION DATE/EDITION	ⓐ This is not an Algebra I class. ⓑ Algebra I, D.C. Heath and Co., 1987 ⓒ Algebra I, Merrill, 1980 ⓓ HBJ Algebra I, Holt, Rinehart and Winston and Harcourt Brace Jovanovich, 1987 ⓔ Algebra Structure and Method, Houghton Mifflin, 1986 ⓕ Elementary Algebra, Houghton Mifflin, 1983 ⓖ Other Textbook (Please specify below — Please do not write outside box) TITLE AUTHOR PUBLISHER PUBLICATION DATE/EDITION

	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
22. If you teach an Algebra II ○ class, do you teach or review the following topics this semester/term? I do not teach Algebra II . . ○ (MARK ONE ON EACH LINE)	**Topic not in school curriculum** No, it will be taught later **No, it was taught previously** Yes, I review it only **Yes, I teach it as new content**	**Topic not in school curriculum** No, it will be taught later **No, it was taught previously** Yes, I review it only **Yes, I teach it as new content**	**Topic not in school curriculum** No, it will be taught later **No, it was taught previously** Yes, I review it only **Yes, I teach it as new content**	**Topic not in school curriculum** No, it will be taught later **No, it was taught previously** Yes, I review it only **Yes, I teach it as new content**	**Topic not in school curriculum** No, it will be taught later **No, it was taught previously** Yes, I review it only **Yes, I teach it as new content**
a. Logic, sets, and operations on sets	a. ① ② ③ ④ ⑤	a. ① ② ③ ④ ⑤	a. ① ② ③ ④ ⑤	a. ① ② ③ ④ ⑤	a. ① ② ③ ④ ⑤
b. Topics concerning functions and polynomial functions	b. ① ② ③ ④ ⑤	b. ① ② ③ ④ ⑤	b. ① ② ③ ④ ⑤	b. ① ② ③ ④ ⑤	b. ① ② ③ ④ ⑤
c. Logarithmic functions	c. ① ② ③ ④ ⑤	c. ① ② ③ ④ ⑤	c. ① ② ③ ④ ⑤	c. ① ② ③ ④ ⑤	c. ① ② ③ ④ ⑤
d. Exponential functions	d. ① ② ③ ④ ⑤	d. ① ② ③ ④ ⑤	d. ① ② ③ ④ ⑤	d. ① ② ③ ④ ⑤	d. ① ② ③ ④ ⑤
e. Complex numbers	e. ① ② ③ ④ ⑤	e. ① ② ③ ④ ⑤	e. ① ② ③ ④ ⑤	e. ① ② ③ ④ ⑤	e. ① ② ③ ④ ⑤
f. Counting, permutations, and combinations	f. ① ② ③ ④ ⑤	f. ① ② ③ ④ ⑤	f. ① ② ③ ④ ⑤	f. ① ② ③ ④ ⑤	f. ① ② ③ ④ ⑤
g. Probability/Statistics	g. ① ② ③ ④ ⑤	g. ① ② ③ ④ ⑤	g. ① ② ③ ④ ⑤	g. ① ② ③ ④ ⑤	g. ① ② ③ ④ ⑤
h. Elementary linear algebra — matrices and determinents	h. ① ② ③ ④ ⑤	h. ① ② ③ ④ ⑤	h. ① ② ③ ④ ⑤	h. ① ② ③ ④ ⑤	h. ① ② ③ ④ ⑤
i. Algebraic structures — groups, rings, and fields	i. ① ② ③ ④ ⑤	i. ① ② ③ ④ ⑤	i. ① ② ③ ④ ⑤	i. ① ② ③ ④ ⑤	i. ① ② ③ ④ ⑤
j. Word problems	j. ① ② ③ ④ ⑤	j. ① ② ③ ④ ⑤	j. ① ② ③ ④ ⑤	j. ① ② ③ ④ ⑤	j. ① ② ③ ④ ⑤

	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
23. Which of the following textbooks constitutes the primary source that you use in this Algebra II class? (MARK ONE FOR EACH CLASS)	ⓐ This is not an Algebra II class.	ⓐ This is not an Algebra II class.	ⓐ This is not an Algebra II class.	ⓐ This is not an Algebra II class.	ⓐ This is not an Algebra II class.
	ⓑ Algebra II with Trigonometry, Holt, 1982	ⓑ Algebra II with Trigonometry, Holt, 1982	ⓑ Algebra II with Trigonometry, Holt, 1982	ⓑ Algebra II with Trigonometry, Holt, 1982	ⓑ Algebra II with Trigonometry, Holt, 1982
	ⓒ Algebra with Trigonometry, Addison Wesley, 1984	ⓒ Algebra with Trigonometry, Addison Wesley, 1984	ⓒ Algebra with Trigonometry, Addison Wesley, 1984	ⓒ Algebra with Trigonometry, Addison Wesley, 1984	ⓒ Algebra with Trigonometry, Addison Wesley, 1984
	ⓓ Algebra II and Trigonometry, Houghton Mifflin, 1986	ⓓ Algebra II and Trigonometry, Houghton Mifflin, 1986	ⓓ Algebra II and Trigonometry, Houghton Mifflin, 1986	ⓓ Algebra II and Trigonometry, Houghton Mifflin, 1986	ⓓ Algebra II and Trigonometry, Houghton Mifflin, 1986
	ⓔ Algebra II, Saxon, 1984	ⓔ Algebra II, Saxon, 1984	ⓔ Algebra II, Saxon, 1984	ⓔ Algebra II, Saxon, 1984	ⓔ Algebra II, Saxon, 1984
	ⓕ HBJ Algebra 2 with Trigonometry, Holt, Rinehart, Winston and Harcourt Brace Jovanovich, 1988	ⓕ HBJ Algebra 2 with Trigonometry, Holt, Rinehart, Winston and Harcourt Brace Jovanovich, 1988	ⓕ HBJ Algebra 2 with Trigonometry, Holt, Rinehart, Winston and Harcourt Brace Jovanovich, 1988	ⓕ HBJ Algebra 2 with Trigonometry, Holt, Rinehart, Winston and Harcourt Brace Jovanovich, 1988	ⓕ HBJ Algebra 2 with Trigonometry, Holt, Rinehart, Winston and Harcourt Brace Jovanovich, 1988
	ⓖ Other Textbook (Please specify below — Please do not write outside box)	ⓖ Other Textbook (Please specify below — Please do not write outside box)	ⓖ Other Textbook (Please specify below — Please do not write outside box)	ⓖ Other Textbook (Please specify below — Please do not write outside box)	ⓖ Other Textbook (Please specify below — Please do not write outside box)
	TITLE ☐	TITLE ☐	TITLE ☐	TITLE ☐	TITLE ☐
	AUTHOR ☐	AUTHOR ☐	AUTHOR ☐	AUTHOR ☐	AUTHOR ☐
	PUBLISHER ☐	PUBLISHER ☐	PUBLISHER ☐	PUBLISHER ☐	PUBLISHER ☐
	PUBLICATION DATE/EDITION ☐	PUBLICATION DATE/EDITION ☐	PUBLICATION DATE/EDITION ☐	PUBLICATION DATE/EDITION ☐	PUBLICATION DATE/EDITION ☐

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FOR MATH TEACHERS ONLY	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
24. If you teach a Geometry ○ class, do you teach or review the following topics this semester/term? I do not teach Geometry . . ○ (MARK ONE ON EACH LINE)	Topic not in school curriculum No, it will be taught later No, it was taught previously Yes, I review it only Yes, I teach it as new content	Topic not in school curriculum No, it will be taught later No, it was taught previously Yes, I review it only Yes, I teach it as new content	Topic not in school curriculum No, it will be taught later No, it was taught previously Yes, I review it only Yes, I teach it as new content	Topic not in school curriculum No, it will be taught later No, it was taught previously Yes, I review it only Yes, I teach it as new content	Topic not in school curriculum No, it will be taught later No, it was taught previously Yes, I review it only Yes, I teach it as new content
a. Angles (acute, right, supplementary, etc.)	a. ① ② ③ ④ ⑤	a. ① ② ③ ④ ⑤	a. ① ② ③ ④ ⑤	a. ① ② ③ ④ ⑤	a. ① ② ③ ④ ⑤
b. Transformations (translations, rotations, reflections)	b. ① ② ③ ④ ⑤	b. ① ② ③ ④ ⑤	b. ① ② ③ ④ ⑤	b. ① ② ③ ④ ⑤	b. ① ② ③ ④ ⑤
c. Vectors	c. ① ② ③ ④ ⑤	c. ① ② ③ ④ ⑤	c. ① ② ③ ④ ⑤	c. ① ② ③ ④ ⑤	c. ① ② ③ ④ ⑤
d. The Pythagorean Theorem	d. ① ② ③ ④ ⑤	d. ① ② ③ ④ ⑤	d. ① ② ③ ④ ⑤	d. ① ② ③ ④ ⑤	d. ① ② ③ ④ ⑤
e. Triangles and their properties (excluding congruent triangles)	e. ① ② ③ ④ ⑤	e. ① ② ③ ④ ⑤	e. ① ② ③ ④ ⑤	e. ① ② ③ ④ ⑤	e. ① ② ③ ④ ⑤
f. Polygons and their properties (excluding properties related to congruent or similar polygons)	f. ① ② ③ ④ ⑤	f. ① ② ③ ④ ⑤	f. ① ② ③ ④ ⑤	f. ① ② ③ ④ ⑤	f. ① ② ③ ④ ⑤
g. Circles and their properties	g. ① ② ③ ④ ⑤	g. ① ② ③ ④ ⑤	g. ① ② ③ ④ ⑤	g. ① ② ③ ④ ⑤	g. ① ② ③ ④ ⑤
h. Congruence of geometric figures (including congruent triangles)	h. ① ② ③ ④ ⑤	h. ① ② ③ ④ ⑤	h. ① ② ③ ④ ⑤	h. ① ② ③ ④ ⑤	h. ① ② ③ ④ ⑤
i. Similarity of geometric figures (including similar triangles)	i. ① ② ③ ④ ⑤	i. ① ② ③ ④ ⑤	i. ① ② ③ ④ ⑤	i. ① ② ③ ④ ⑤	i. ① ② ③ ④ ⑤
j. Parallel lines	j. ① ② ③ ④ ⑤	j. ① ② ③ ④ ⑤	j. ① ② ③ ④ ⑤	j. ① ② ③ ④ ⑤	j. ① ② ③ ④ ⑤
k. Spatial relations	k. ① ② ③ ④ ⑤	k. ① ② ③ ④ ⑤	k. ① ② ③ ④ ⑤	k. ① ② ③ ④ ⑤	k. ① ② ③ ④ ⑤
l. Geometric solids and their properties	l. ① ② ③ ④ ⑤	l. ① ② ③ ④ ⑤	l. ① ② ③ ④ ⑤	l. ① ② ③ ④ ⑤	l. ① ② ③ ④ ⑤
m. Geometric constructions with ruler and compass	m. ① ② ③ ④ ⑤	m. ① ② ③ ④ ⑤	m. ① ② ③ ④ ⑤	m. ① ② ③ ④ ⑤	m. ① ② ③ ④ ⑤
n. Proofs (formal deductive demonstrations)	n. ① ② ③ ④ ⑤	n. ① ② ③ ④ ⑤	n. ① ② ③ ④ ⑤	n. ① ② ③ ④ ⑤	n. ① ② ③ ④ ⑤
o. Coordinate geometry	o. ① ② ③ ④ ⑤	o. ① ② ③ ④ ⑤	o. ① ② ③ ④ ⑤	o. ① ② ③ ④ ⑤	o. ① ② ③ ④ ⑤

	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
25. Which of the following textbooks constitutes the primary source that you use in this Geometry class?	ⓐ This is not a Geometry class	ⓐ This is not a Geometry class	ⓐ This is not a Geometry class	ⓐ This is not a Geometry class	ⓐ This is not a Geometry class
(MARK ONE FOR EACH CLASS)	ⓑ Geometry, Addison-Wesley, 1984	ⓑ Geometry, Addison-Wesley, 1984	ⓑ Geometry, Addison-Wesley, 1984	ⓑ Geometry, Addison-Wesley, 1984	ⓑ Geometry, Addison-Wesley, 1984
	ⓒ Geometry, Merrill, 1980	ⓒ Geometry, Merrill, 1980	ⓒ Geometry, Merrill, 1980	ⓒ Geometry, Merrill, 1980	ⓒ Geometry, Merrill, 1980
	ⓓ Geometry, McDougal, Littell & Co., 1984	ⓓ Geometry, McDougal, Littell & Co., 1984	ⓓ Geometry, McDougal, Littell & Co., 1984	ⓓ Geometry, McDougal, Littell & Co., 1984	ⓓ Geometry, McDougal, Littell & Co., 1984
	ⓔ Geometry, Houghton Mifflin, 1985	ⓔ Geometry, Houghton Mifflin, 1985	ⓔ Geometry, Houghton Mifflin, 1985	ⓔ Geometry, Houghton Mifflin, 1985	ⓔ Geometry, Houghton Mifflin, 1985
	ⓕ HBJ Geometry, Harcourt Brace Jovanovich, 1984	ⓕ HBJ Geometry, Harcourt Brace Jovanovich, 1984	ⓕ HBJ Geometry, Harcourt Brace Jovanovich, 1984	ⓕ HBJ Geometry, Harcourt Brace Jovanovich, 1984	ⓕ HBJ Geometry, Harcourt Brace Jovanovich, 1984
	ⓖ Other Textbook (Please specify below — Please do not write outside box)	ⓖ Other Textbook (Please specify below — Please do not write outside box)	ⓖ Other Textbook (Please specify below — Please do not write outside box)	ⓖ Other Textbook (Please specify below — Please do not write outside box)	ⓖ Other Textbook (Please specify below — Please do not write outside box)
	TITLE	TITLE	TITLE	TITLE	TITLE
	AUTHOR	AUTHOR	AUTHOR	AUTHOR	AUTHOR
	PUBLISHER	PUBLISHER	PUBLISHER	PUBLISHER	PUBLISHER
	PUBLICATION DATE/EDITION	PUBLICATION DATE/EDITION	PUBLICATION DATE/EDITION	PUBLICATION DATE/EDITION	PUBLICATION DATE/EDITION

Please answer the following questions for the most recent period you taught the mathematics class described in Column 1 of Questions 1-25. Do not be concerned if this period was not typical of instruction in this class. If you gave a test during the most recent period, answer for the next most recent period. (ENTER "00" IF NO TIME WAS SPENT ON AN ACTIVITY.)

26a. How many minutes were allocated for that mathematics period? .... 26a.

Of these, how many were spent on the following?

26b. The teacher working with the entire class as a group (e.g., lecture, etc.) .... 26b.

26c. The teacher working with small groups of students .... 26c.

26d. Students working on individual activities (e.g., seat work) .... 26d.

26e. Students working together in small groups .... 26e.

26f. Routines, administrative tasks, and other non-instructional activities . 26f.

	26a. Minutes		26b. Minutes		26c. Minutes		26d. Minutes		26e. Minutes		26f. Minutes	
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪
	①	①	①	①	①	①	①	①	①	①	①	①
	②	②	②	②	②	②	②	②	②	②	②	②
	③	③	③	③	③	③	③	③	③	③	③	③
	④	④	④	④	④	④	④	④	④	④	④	④
	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥
	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦
	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧
	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨

PLEASE VERIFY THAT THE TOTAL NUMBER OF MINUTES ENTERED FOR 26b-26f EQUALS THE NUMBER OF MINUTES ENTERED IN 26a.

27. Indicate the activities that took place during the class described in Question 26.
(MARK ALL THAT APPLY)

a. Lecture .... ①
b. Discussion .... ①
c. Test or quiz .... ①
d. Students using calculators .... ①
e. Students using computers .... ①
f. Students using hands-on or manipulative materials/handouts .... ①
g. Students doing seatwork assigned from textbook .... ①
h. Students completing supplemental worksheets .... ①
i. Assigning homework .... ①

28. Which one of the following skills or instructional techniques/practices would you emphasize most for each of the student ability levels listed below? (MARK ONE TECHNIQUE/PRACTICE FOR EACH OF THE ABILITY LEVELS LISTED.)

	High Ability Students	Average Ability Students	Low Ability Students
a. Basic computation skills	①	①	①
b. Knowing mathematical facts, rules, and steps	②	②	②
c. Problem solving	③	③	③
d. Helping students understand concepts	④	④	④
e. Making math class fun for students	⑤	⑤	⑤

29. Your students have been learning how to write math statements expressing proportions. Last night you assigned the following:

A one pound bag contains 50 percent more tan M&Ms than green ones. Write a mathematical statement that represents the relationship between the tan (t) and green (g) M&Ms, using t and g to stand for the number of tan and green M&Ms.

Here are some responses you get from students:

Kelly — $1.5t = g$
Lee — $.50t = g$
Pat — $.5g = t$
Sandy — $g + \frac{1}{2}g = t$

Which of the students has represented the relationship best? (MARK ONE)

All of them .... ①
Kelly .... ②
Lee .... ③
Pat .... ④
Sandy .... ⑤
None of them. It should be ☐ .... ⑥
Don't know .... ⑦

2

CONTINUE TO QUESTION 30

30. Many teachers want students to understand the "whys" of math, rather than simply memorizing rules or principles. Sometimes this can be hard. For each item below, indicate what you think by marking one of the numeric codes. (MARK ONE ON EACH LINE)

1 = It is possible to explain why.
2 = It is just "one of those things" in mathematics that you have to remember.
3 = I'm not sure.

	Explain	Remember	Not Sure
a. When you multiply two negatives together, you always get a positive	①	②	③
b. The slope of a vertical line is undefined	①	②	③
c. Any nonzero number to the zero power is 1. ($x^0 = 1$)	①	②	③

2

NOTE: So that the four independent teacher questionnaires--English, mathematics, science and history--could be optically scanned as a single document, page 26, in the mathematics teacher questionnaire booklet, was left blank intentionally. That is, this blank page was reserved for the other specific subject matter items asked in the science, history and English teacher questionnaires.

PART III: TEACHER BACKGROUND AND ACTIVITIES

1. What is your sex? (MARK ONE)

○

Male .... ①
Female .... ②

2. Which best describes you? (MARK ONE)

○

American Indian or Alaskan Native .... ①
Asian or Pacific Islander .... ②
Hispanic, regardless of race .... ③
Black, not of Hispanic origin .... ④
White, not of Hispanic origin .... ⑤

3. What is the date of your birth?

DATE				
Month	Day		Year	
① JAN				
② FEB				
③ MAR	⓪	⓪	⓪	⓪
④ APR	①	①	①	①
⑤ MAY	②	②	②	②
⑥ JUN	③	③	③	③
⑦ JUL		④	④	④
⑧ AUG		⑤	⑤	⑤
⑨ SEP		⑥	⑥	⑥
⑩ OCT		⑦	⑦	⑦
⑪ NOV		⑧		⑧
⑫ DEC		⑨		⑨

4. Counting this year, how many years in total have you taught at either the elementary or secondary level?
○ (IF ANSWER IS ZERO, WRITE "00")

a. Number of years taught at the elementary level (K-6) ....

Years	
⓪	⓪
①	①
②	②
③	③
④	④
⑤	⑤
⑥	⑥
⑦	⑦
⑧	⑧
⑨	⑨

b. Number of years taught at the secondary level (7-12) ....

Years	
⓪	⓪
①	①
②	②
③	③
④	④
⑤	⑤
⑥	⑥
⑦	⑦
⑧	⑧
⑨	⑨

5. Counting this year, how many years in total have you taught in this school?

Years	
⓪	⓪
①	①
②	②
③	③
④	④
⑤	⑤
⑥	⑥
⑦	⑦
⑧	⑧
⑨	⑨

6. What is your employment status in this school or school system? (MARK ONE)
○

a. Regular full-time position .... ①
b. Regular part-time position .... ②
c. Substitute teacher .... ③

7. What type of teaching certification do you hold from the state where you teach? (MARK ONE)
○

a. I am not certified .... ④
(SKIP TO QUESTION 9) ←

b. Regular or standard certification (standard certification offered in your state) .... ①

c. Probationary certification (the initial certification issued after satisfying all requirements except the completion of a probationary period) .... ②

d. Temporary, provisional, or emergency certification (require additional coursework before regular certification can be obtained) .... ③

8. For each of the following subjects, please indicate whether you are certified in the state where you teach. (MARK ALL THAT APPLY)
○

a. Mathematics .... ①
b. Science .... ②
c. English .... ③
d. History .... ④

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9. What academic degree do you hold?
○ (MARK ALL THAT APPLY)

a. No degree .... ①
(SKIP TO QUESTION 12) ←
b. Associate degree .... ①
(SKIP TO QUESTION 12) ←
c. Bachelor's .... ①
d. Education specialist or professional diploma based on at least one year of work (e.g., credential, 6-year certificate) .... ①
e. Master's .... ①
f. Doctorate .... ①
g. First professional degree (e.g., M.D., L.L.B., J.D., D.D.S.) .... ①

10. What were your major and minor fields of study for your bachelor's degree?
(MARK ALL THAT APPLY)

	Major	Minor
a. Education	①	①
b. English	①	①
c. History (or Social Studies/Social Science)	①	①
d. Mathematics	①	①
e. Natural/Physical Sciences	①	①
f. Foreign Language	①	①
g. Other (PLEASE SPECIFY)	①	①

MAJOR ____________ MINOR ____________

h. Not applicable, did not receive bachelor's degree .... ①
(SKIP TO QUESTION 12) ←

11. What were your major and minor fields of study for your highest graduate degree?
(MARK ALL THAT APPLY)

	Major	Minor
a. Education	①	①
b. English	①	①
c. History (or Social Studies/Social Science)	①	①
d. Mathematics	①	①
e. Natural/Physical Sciences	①	①
f. Foreign Language	①	①
g. Other (PLEASE SPECIFY)	①	①

MAJOR ____________ MINOR ____________

h. Not applicable, did not receive a graduate degree .... ①

12. What is your current department/subject area affiliation? (MARK ALL THAT APPLY)

a. Mathematics .... ①
b. Science .... ①
c. Humanities .... ①
d. English .... ①
e. Foreign language .... ①
f. Social science/Social studies .... ①
g. History .... ①
h. Vocational education .... ①
i. Physical Education .... ①
j. Guidance counseling .... ①
k. Special education .... ①
l. Other .... ①

13. Darken the oval beside the course you teach most frequently.

MATHEMATICS

① General Math
② Pre-Algebra
③ Algebra I
④ Algebra II
⑤ Geometry
⑥ Trigonometry
⑦ Pre-Calculus
⑧ Calculus
⑨ Consumer/Business Math
⑩ Other Math

SCIENCE

⑪ General Science
⑫ General Physical Science
⑬ Earth Science
⑭ Principles of Technology
⑮ Biology
⑯ Chemistry
⑰ Physics
⑱ Other Science

ENGLISH

⑲ Basic English
⑳ Sophomore English
㉑ American Literature
㉒ Comparitive Literature
㉓ Humanities
㉔ Great Books
㉕ Honors English
㉖ Other English

SOCIAL SCIENCE

㉗ World History
㉘ Economics
㉙ Sociology
㉚ U.S. History
㉛ American Government/Civics
㉜ Western Civilization
㉝ Geography
㉞ Psychology
㉟ Area Studies
㊱ Other Social Science

OTHER COURSES

㊲ Foreign Language
㊳ Music
㊴ Computer Science
㊵ Industrial Arts
㊶ Religious Education
㊷ Physical Education
㊸ Family Life Studies
㊹ Typing/Word Processing
㊺ Vocational Education
㊻ Art
㊼ Drama
㊽ Home Economics
㊾ Other Course

14. How many undergraduate and graduate courses have you taken in this subject area you teach most frequently? A course is one that meets 2-5 classroom hours per week during one semester or quarter. (IF TEACHING STATE HISTORY, INCLUDE HISTORY COURSES; IF TEACHING ANY MATH SUBJECT, INCLUDE ALL MATH COURSES.)

Number of courses taken in your most frequently taught subject: (MARK ONE FOR EACH COLUMN)

	A. Undergraduate	B. Graduate
None	①	①
2-4 courses	②	②
5-7 courses	③	③
8 or more courses	④	④
Don't remember	⑤	⑤

15. During the current 1989-90 school year, how often do you feel satisfied with your teaching job?
(MARK ONE)

Almost never	①
Some of the time	②
Most of the time	③
All of the time	④

16. Suppose you could go back to college and START OVER AGAIN: in view of your present knowledge, would you become a teacher?
(MARK ONE)

Certainly would not become a teacher	①
Probably would not become a teacher	②
Chances about even for and against	③
Probably would become a teacher	④
Certainly would become a teacher	⑤

17. In addition to your duties at this school, do you hold any other paying jobs that are either full-time or part-time? (MARK ONE FOR EACH COLUMN)

	A. Full-Time	B. Part-Time
No	④	④
(IF NO TO BOTH, SKIP TO QUESTION 19) ←		
Yes, summer only	①	①
Yes, school year only	②	②
Yes, during the entire year	③	③

18. Are these jobs related to the field of education?
(MARK ONE)

No	①
Yes	②

19. What type(s) of support have you received in the last 12 months for in-service education in the subject you teach the majority of the time?
(MARK ALL THAT APPLY)

a. None	①
b. Released time from teaching	②
c. Travel and/or per diem expenses	③
d. Stipend(s)	④
e. Professional growth credits	⑤

20. Please indicate whether you have participated in any of the following activities during the past school year.
(MARK ALL THAT APPLY)

a. School-system-sponsored workshops during school year	①
b. School-system-sponsored workshops during summer	①
c. School-wide curriculum committee	①
d. Department curriculum committee	①
e. Committee work or special assignment other than curriculum	①
f. University extension courses	①
g. College courses in EDUCATION during school year	①
h. College courses in subject fields OTHER THAN EDUCATION during school year	①
i. College courses in EDUCATION during the summer	①
j. College courses in subjects OTHER THAN EDUCATION during the summer	①
k. Professional growth activities sponsored by professional association(s)	①
l. None of the above	①

21. During the first semester of the current school year, how many days of teaching did you miss for any reason? (MARK ONE)

No days absent	①
1-2 days absent	②
3-4 days absent	③
5-7 days absent	④
8-11 days absent	⑤
12 or more days absent	⑥

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22. **How often did a supervisor or official from your school or district formally observe your teaching during the first semester of the current school year?** (MARK ONE)

- Not allowed to observe .... ①
- Never .... ②
- One time only .... ③
- Two to three times a semester/term .... ④
- At least once a month .... ⑤
- At least once a week .... ⑥

23. **For the most recent full school week, please indicate about how much time you spent outside regular school hours on each of the following school-related activities: (if none, write in "00")** (WRITE IN AMOUNT FOR EACH LINE)

	Hours	Minutes
a. Planning and preparing for teaching	☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨	☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨
b. Correcting papers/homework/tests	☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨	☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨
c. Other record keeping/paperwork	☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨	☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨
d. Meeting with other teachers on lesson planning, curriculum development, guidance	☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨	☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨
e. Coordinating a curriculum area or department	☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨	☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨
f. Supervising students (field trips, study hall)	☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨	☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨
g. Coaching or advising extracurricular activities	☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨	☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨
h. Communicating with parents/ parent conference	☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨	☐☐ ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨

Continued on next page

23. **(Continued) For the most recent full school week, please indicate about how much time you spent outside regular school hours on each of the following school-related activities: (If none, write in "00")** (WRITE IN AMOUNT FOR EACH LINE)

i. Tutoring individual students ....

Hours		Minutes	
⓪	⓪	⓪	⓪
①	①	①	①
②	②	②	②
③	③	③	③
④	④	④	④
⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨

j. Academic counseling with students ....

Hours		Minutes	
⓪	⓪	⓪	⓪
①	①	①	①
②	②	②	②
③	③	③	③
④	④	④	④
⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨

k. Personal counseling with students ....

Hours		Minutes	
⓪	⓪	⓪	⓪
①	①	①	①
②	②	②	②
③	③	③	③
④	④	④	④
⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨

l. Informal student/teacher contact ....

Hours		Minutes	
⓪	⓪	⓪	⓪
①	①	①	①
②	②	②	②
③	③	③	③
④	④	④	④
⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨

m. Keeping up-to-date in my field ....

Hours		Minutes	
⓪	⓪	⓪	⓪
①	①	①	①
②	②	②	②
③	③	③	③
④	④	④	④
⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨

24. **Indicate the importance you give to each of the following in setting grades for students in your classes (exclude special education students).** (MARK ONE ON EACH LINE)

	Not Important	Somewhat Important	Very Important	Extremely Important
a. Absolute level of achievement	①	②	③	④
b. Achievement relative to the rest of the class	①	②	③	④
c. Individual improvement or progress over past performance	①	②	③	④
d. Effort	①	②	③	④
e. Class participation	①	②	③	④
f. Completing homework assignments	①	②	③	④
g. Consistently attending class	①	②	③	④

PART IV. SCHOOL CLIMATE

1. Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements.
(MARK ONE ON EACH LINE)

	Strongly Disagree	Disagree	Disagree Somewhat	Agree Somewhat	Agree	Strongly Agree
a. I make a conscious effort to coordinate the content of my courses with teachers in my department/curricular area	①	②	③	④	⑤	⑥
b. You can count on most staff members to help out anywhere, anytime — even though it may not be part of their official assignment	①	②	③	④	⑤	⑥
c. Most of my departmental colleagues share my beliefs and values about the central mission of the school	①	②	③	④	⑤	⑥
d. My success or failure in teaching students is due primarily to factors beyond my control rather than to my own effort and ability	①	②	③	④	⑤	⑥
e. The level of student misbehavior (e.g., noise, horseplay, or fighting in the halls, cafeteria, or student lounge) in this school interferes with my teaching	①	②	③	④	⑤	⑥
f. The principal does a poor job of getting resources for this school	①	②	③	④	⑤	⑥
g. The principal deals effectively with pressures from outside the school that might interfere with my teaching	①	②	③	④	⑤	⑥
h. The principal sets priorities, makes plans, and sees that they are carried out	①	②	③	④	⑤	⑥
i. Many of the students I teach are not capable of learning the material I am supposed to teach them	①	②	③	④	⑤	⑥
j. Goals and priorities for the school are clear	①	②	③	④	⑤	⑥
k. The staff seldom evaluates its programs and activities	①	②	③	④	⑤	⑥
l. Staff members are recognized for a job well done	①	②	③	④	⑤	⑥
m. The amount of student tardiness and class cutting in this school interferes with my teaching	①	②	③	④	⑤	⑥
n. I make a conscious effort to coordinate the content of my course with teachers outside my department/curricular area	①	②	③	④	⑤	⑥
o. The principal knows what kind of school he/she wants and has communicated it to the staff	①	②	③	④	⑤	⑥
p. This school's administration knows the problems faced by the staff	①	②	③	④	⑤	⑥
q. In this school I am encouraged to experiment with my teaching	①	②	③	④	⑤	⑥

2. **Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements.** (MARK ONE ON EACH LINE)

	Strongly Disagree	Disagree	Disagree Somewhat	Agree Somewhat	Agree	Strongly Agree
a. Routine duties and paperwork interfere with my job of teaching	①	②	③	④	⑤	⑥
b. The department's chair or curricular area coordinator's behavior toward the staff is supportive and encouraging	①	②	③	④	⑤	⑥
c. Teachers in this school are continually learning and seeking new ideas	①	②	③	④	⑤	⑥
d. Necessary materials (e.g., textbooks, supplies, copy machine) are readily available as needed by the staff	①	②	③	④	⑤	⑥
e. There is a great deal of cooperative effort among staff members	①	②	③	④	⑤	⑥
f. There is broad agreement among the entire school faculty about the central mission of the school	①	②	③	④	⑤	⑥
g. I usually look forward to each working day at this school	①	②	③	④	⑤	⑥
h. This school seems like a big family; everyone is so close and cordial	①	②	③	④	⑤	⑥
i. The principal lets staff members know what is expected of them	①	②	③	④	⑤	⑥
j. I sometimes feel it is a waste of time to try to do my best as a teacher	①	②	③	④	⑤	⑥
k. The principal is interested in innovation and new ideas	①	②	③	④	⑤	⑥
l. Rules for student behavior are consistently enforced in this school	①	②	③	④	⑤	⑥
m. The principal usually consults with staff members before he/she makes decisions that affect us	①	②	③	④	⑤	⑥
n. The attitudes and habits students bring to my class greatly reduce their chances for academic success	①	②	③	④	⑤	⑥
o. The level of student drug or alcohol use in this school interferes with my teaching	①	②	③	④	⑤	⑥
p. I am familiar with the content and specific goals of the courses taught by other teachers in my department	①	②	③	④	⑤	⑥
q. The teachers union (or education association) and the school administration work together to improve the achievement of students in this school	①	②	③	④	⑤	⑥

3. Indicate the degree to which each of the following is a problem with students in your school.
(MARK ONE ON EACH LINE)

	Not a Problem	Minor Problem	Moderate Problem	Serious Problem
a. Tardiness	①	②	③	④
b. Absenteeism	①	②	③	④
c. Class cutting	①	②	③	④
d. Physical conflicts among students	①	②	③	④
e. Gang activities	①	②	③	④
f. Robbery or theft	①	②	③	④
g. Vandalism	①	②	③	④
h. Use of alcohol	①	②	③	④
i. Use of illegal drugs	①	②	③	④
j. Possession of weapons	①	②	③	④
k. Physical abuse of teachers	①	②	③	④
l. Verbal abuse of teachers	①	②	③	④
m. Racial/ethnic conflict among students	①	②	③	④

4. When students are successful in achieving intended goals or objectives, it is often attributed to one of the following sources. Which do you believe is the most frequent source of success? (MARK ONE)

Student's home background	①
Student's intellectual ability	②
Student's enthusiasm or perseverance	③
Teacher's attention to the unique interests and abilities of the student	④
Teacher's use of effective methods of teaching	⑤
Teacher's enthusiasm or perseverance	⑥

5. On the scale below, indicate the extent to which you agree or disagree with each of the following statements.
(MARK ONE ON EACH LINE)

	Strongly Disagree	Disagree	Disagree Somewhat	Agree Somewhat	Agree	Strongly Agree
a. If I try really hard, I can get through even to the most difficult or unmotivated students	①	②	③	④	⑤	⑥
b. I feel that it's part of my responsibility to keep students from dropping out of school	①	②	③	④	⑤	⑥
c. If some students in my class are not doing well, I feel that I should change my approach to the subject	①	②	③	④	⑤	⑥
d. By trying a different teaching method, I can significantly affect a student's achievement	①	②	③	④	⑤	⑥
e. There is really very little I can do to insure that most of my students achieve at a high level	①	②	③	④	⑤	⑥
f. I am certain I am making a difference in the lives of my students	①	②	③	④	⑤	⑥

6. How often does racial/ethnic conflict occur among students at your school? (MARK ONE)

Never	①
Rarely	②
Sometimes	③
Often	④

7. Among all the staff in this school:

A. To whom do you turn most often for information and advice about day to day instructional problems? (MARK ONE)

I don't seek advice from anyone at my school .... ⓪ **(SKIP TO QUESTION 8)**
Principal .... ①
Your department chair .... ②
Your area coordinator .... ③
Other colleagues in your department .... ④
Other school staff members .... ⑤

Write in department/curricular area

☐

B. How often do you seek advice from this person in an average month during the school year? (MARK ONE)

0-1 times a month .... ①
2-5 times a month .... ②
6-10 times a month .... ③
Over 10 times a month .... ④

8. To what extent has each of the following people at this school helped you improve your teaching or solve an instructional ○ or class management problem? (MARK ONE ON EACH LINE)

	Did Not Receive Any Help	Not Helpful		Moderately Helpful		Extremely Helpful
a. Principal or school head	①	②	③	④	⑤	⑥
b. Department chair	①	②	③	④	⑤	⑥
c. Other school administrators	①	②	③	④	⑤	⑥
d. Department colleagues	①	②	③	④	⑤	⑥
e. Colleagues outside my department	①	②	③	④	⑤	⑥
f. Personnel group or committee	①	②	③	④	⑤	⑥

9. At this school, how much actual influence do you think teachers have over school policy in each of the areas below? (MARK ONE ON EACH LINE)

	No Influence		Moderate Influence		A Great Deal of Influence
a. Determining discipline policy	①	②	③	④	⑤
b. Determining the content of inservice programs	①	②	③	④	⑤
c. Setting policy on grouping students in classes by ability	①	②	③	④	⑤
d. Establishing curriculum	①	②	③	④	⑤

10. How often does your department hold staff meetings? (MARK ONE)

a. Never	①
b. 1-3 times per semester	②
c. 1-3 times per month	③
d. Once a week	④
e. 2-3 times per week	⑤

11. To what degree do the following represent your most important teaching goals? (MARK ONE ON EACH LINE)

	Not Important	Somewhat Important	Very Important	Extremely Important
a. I'm happy just to get through the day	①	②	③	④
b. I want to be sure to cover the curriculum	①	②	③	④
c. I want my students to understand and be able to make sense of the subject matter	①	②	③	④
d. I work to insure that as many students as possible perform well on tests	①	②	③	④
e. I want to maintain order and discipline in the classroom	①	②	③	④
f. I work to create lessons so my students will enjoy learning and become independent learners	①	②	③	④
g. I work toward developing the skills needed for my students to become employable adults and responsible citizens	①	②	③	④

12. Please provide the information requested below so we can reach you if any clarification of your responses is needed.
○ (Please print)

LAST NAME	FIRST NAME	M.I.	MAIDEN NAME

TELEPHONE NUMBER
(　　　) ☐ HOME

BEST TIME OF DAY TO CALL: ☐ AM PM

TELEPHONE NUMBER
(　　　) ☐ OFFICE (SCHOOL)

BEST TIME OF DAY TO CALL: ☐ AM PM

DATE COMPLETED

MONTH		DAY						YEAR
① Jan	⑦ July	①	⑦	⑬	⑲	㉕	㉛	
② Feb	⑧ Aug	②	⑧	⑭	⑳	㉖		○ 1989
③ Mar	⑨ Sep	③	⑨	⑮	㉑	㉗		○ 1990
④ Apr	⑩ Oct	④	⑩	⑯	㉒	㉘		○ 1991
⑤ May	⑪ Nov	⑤	⑪	⑰	㉓	㉙		
⑥ June	⑫ Dec	⑥	⑫	⑱	㉔	㉚		

THANK YOU FOR YOUR COOPERATION.

Appendix E

Record Layout for NELS:88

First Follow-Up Teacher Data Tape

TEACHER QUESTIONNAIRE FIRST FOLLOW-UP

Variable Name	Position
STU_ID	1-7
TCH_ID	8-15
F1SCH_ID	8-12
F1SUBJCT	15-15
CLS_ID	16-17
F1T1_2	18-18
F1T1_3	19-19
F1T1_4	20-20
F1T1_5	21-21
F1T1_6A	22-22
F1T1_6B	23-23
F1T1_6C	24-24
F1T1_6D	25-25
F1T1_7	26-26
F1T1_8	27-27
F1T1_9	28-28
F1T1_10	29-29
F1T1_11	30-30
F1T1_12	31-31
F1T1_13	32-32
F1T1_14	33-33
F1T1_15	34-35
F1T1_16	36-37
F1T1_17	38-39
F1T1_18	40-41
F1T1_19	42-42
F1T1_20	43-44
F1T1_21A	45-45
F1T1_21B	46-46
F1T1_21C	47-47
F1T1_21D	48-48
F1T1_22	49-49
F1T2_3	50-50
F1T2_4	51-51
F1T2_5	52-53
F1T2_6	54-55
F1T2_7	56-56
F1T2_8	57-58
F1T2_9H	59-60
F1T2_9M	61-62
F1T2_10A	63-63
F1T2_10B	64-64
F1T2_10C	65-65
F1T2_11	66-67
F1T2_12A	68-68
F1T2_12B	69-69
F1T2_12C	70-70

Variable Name	Position
F1T2_12D	71-71
F1T2_13A	72-72
F1T2_13B	73-73
F1T2_13C	74-74
F1T2_13D	75-75
F1T2_13E	76-76
F1T2_13F	77-77
F1T2_13G	78-78
F1T2_14	79-79
F1T2_15A	80-82
F1T2_15B	83-85
F1T2_16A	86-87
F1T2_16B	88-89
F1T2_16C	90-91
F1T2_16D	92-93
F1T2_16E	94-95
F1T2_16F	96-97
F1T2_16G	98-99
F1T2_17A	100-101
F1T2_17B	102-103
F1T2_17C	104-105
F1T2_17D	106-107
F1T2_17E	108-109
F1T2_18A	110-110
F1T2_18B	111-111
F1T2_18C	112-112
F1T2_18D	113-113
F1T2_18E	114-114
F1T2_18F	115-115
F1T2_18G	116-116
F1T2_18H	117-117
F1T2_18I	118-118
F1T2E19A	119-119
F1T2E19B	120-120
F1T2E19C	121-121
F1T2E19D	122-122
F1T2E19E	123-123
F1T2E19F	124-124
F1T2E19G	125-125
F1T2E19H	126-126
F1T2E19I	127-127
F1T2E19J	128-128
F1T2E20A	129-129
F1T2E20B	130-130
F1T2E20C	131-131
F1T2E20D	132-132
F1T2E20E	133-133
F1T2E20F	134-134
F1T2E20G	135-135
F1T2E20H	136-136

Variable Name	Position
F1T2E20I	137-137
F1T2E20J	138-138
F1T2E20K	139-139
F1T2E20L	140-140
F1T2E20M	141-141
F1T2E20N	142-142
F1T2E21A	143-143
F1T2E21B	144-144
F1T2E21C	145-145
F1T2E21D	146-146
F1T2E21E	147-147
F1T2E21F	148-148
F1T2E21G	149-149
F1T2E21H	150-150
F1T2E21I	151-151
F1T2H19A	152-152
F1T2H19B	153-153
F1T2H19C	154-154
F1T2H19D	155-155
F1T2H19E	156-156
F1T2H19F	157-157
F1T2H20	158-158
F1T2H20A	159-159
F1T2H20B	160-160
F1T2H20C	161-161
F1T2H20D	162-162
F1T2H20E	163-163
F1T2H20F	164-164
F1T2H20G	165-165
F1T2H20H	166-166
F1T2H20I	167-167
F1T2H20J	168-168
F1T2H20K	169-169
F1T2H20L	170-170
F1T2H20M	171-171
F1T2H20N	172-172
F1T2H21	173-173
F1T2H21A	174-174
F1T2H21B	175-175
F1T2H21C	176-176
F1T2H21D	177-177
F1T2H21E	178-178
F1T2H21F	179-179
F1T2H21G	180-180
F1T2M19A	181-181
F1T2M19B	182-182
F1T2M19C	183-183
F1T2M19D	184-184
F1T2M19E	185-185
F1T2M19F	186-186

Variable Name	Position
F1T2M19G	187-187
F1T2M19H	188-188
F1T2M19I	189-189
F1T2M19J	190-190
F1T2M19K	191-191
F1T2M19L	192-192
F1T2M20	193-193
F1T2M20A	194-194
F1T2M20B	195-195
F1T2M20C	196-196
F1T2M20D	197-197
F1T2M20E	198-198
F1T2M20F	199-199
F1T2M20G	200-200
F1T2M20H	201-201
F1T2M20I	202-202
F1T2M20J	203-203
F1T2M21	204-205
F1T2M22	206-206
F1T2M22A	207-207
F1T2M22B	208-208
F1T2M22C	209-209
F1T2M22D	210-210
F1T2M22E	211-211
F1T2M22F	212-212
F1T2M22G	213-213
F1T2M22H	214-214
F1T2M22I	215-215
F1T2M22J	216-216
F1T2M23	217-218
F1T2M24	219-219
F1T2M24A	220-220
F1T2M24B	221-221
F1T2M24C	222-222
F1T2M24D	223-223
F1T2M24E	224-224
F1T2M24F	225-225
F1T2M24G	226-226
F1T2M24H	227-227
F1T2M24I	228-228
F1T2M24J	229-229
F1T2M24K	230-230
F1T2M24L	231-231
F1T2M24M	232-232
F1T2M24N	233-233
F1T2M24O	234-234
F1T2M25	235-236
F1T2M26A	237-238
F1T2M26B	239-240
F1T2M26C	241-242

Variable Name	Position
F1T2M26D	243-244
F1T2M26E	245-246
F1T2M26F	247-248
F1T2M27A	249-249
F1T2M27B	250-250
F1T2M27C	251-251
F1T2M27D	252-252
F1T2M27E	253-253
F1T2M27F	254-254
F1T2M27G	255-255
F1T2M27H	256-256
F1T2M27I	257-257
F1T2M28L	258-258
F1T2M28A	259-259
F1T2M28H	260-260
F1T2M29	261-262
F1T2M30A	263-263
F1T2M30B	264-264
F1T2M30C	265-265
F1T2S19A	266-266
F1T2S19B	267-267
F1T2S19C	268-268
F1T2S19D	269-269
F1T2S19E	270-270
F1T2S19F	271-271
F1T2S19G	272-272
F1T2S19H	273-273
F1T2S19I	274-274
F1T2S19J	275-275
F1T2S20A	276-276
F1T2S20B	277-277
F1T2S20C	278-278
F1T2S20D	279-279
F1T2S20E	280-280
F1T2S20F	281-281
F1T2S20G	282-282
F1T2S20H	283-283
F1T2S20I	284-284
F1T2S20J	285-285
F1T2S20K	286-286
F1T2S20L	287-287
F1T2S20M	288-288
F1T2S20N	289-289
F1T2S20O	290-290
F1T2S21	291-291
F1T2S21A	292-292
F1T2S21B	293-293
F1T2S21C	294-294
F1T2S21D	295-295
F1T2S21E	296-296

Variable Name	Position
F1T2S21F	297-297
F1T2S21G	298-298
F1T2S21H	299-299
F1T2S21I	300-300
F1T2S21J	301-301
F1T2S21K	302-302
F1T2S21L	303-303
F1T2S22	304-305
F1T2S23	306-306
F1T2S23A	307-307
F1T2S23B	308-308
F1T2S23C	309-309
F1T2S23D	310-310
F1T2S23E	311-311
F1T2S23F	312-312
F1T2S23G	313-313
F1T2S23H	314-314
F1T2S23I	315-315
F1T2S23J	316-316
F1T2S23K	317-317
F1T2S23L	318-318
F1T2S24	319-320
F1T2S25	321-321
F1T2S26	322-322
F1T3_1	323-323
F1T3_2	324-324
F1T3_3Y	325-326
F1T3_4A	327-328
F1T3_4B	329-330
F1T3_5	331-332
F1T3_6	333-333
F1T3_7	334-334
F1T3_8A	335-335
F1T3_8B	336-336
F1T3_8C	337-337
F1T3_8D	338-338
F1T3_9A	339-339
F1T3_9B	340-340
F1T3_9C	341-341
F1T3_9D	342-342
F1T3_9E	343-343
F1T3_9F	344-344
F1T3_9G	345-345
F1T310A1	346-346
F1T310B1	347-347
F1T310C1	348-348
F1T310D1	349-349
F1T310E1	350-350
F1T310F1	351-351
F1T310G1	352-352

Variable Name	**Position**
F1T310A2	353-353
F1T310B2	354-354
F1T310C2	355-355
F1T310D2	356-356
F1T310E2	357-357
F1T310F2	358-358
F1T310G2	359-359
F1T3_10H	360-360
F1T311A1	361-361
F1T311B1	362-362
F1T311C1	363-363
F1T311D1	364-364
F1T311E1	365-365
F1T311F1	366-366
F1T311G1	367-367
F1T311A2	368-368
F1T311B2	369-369
F1T311C2	370-370
F1T311D2	371-371
F1T311E2	372-372
F1T311F2	373-373
F1T311G2	374-374
F1T3_11H	375-375
F1T3_12A	376-376
F1T3_12B	377-377
F1T3_12C	378-378
F1T3_12D	379-379
F1T3_12E	380-380
F1T3_12F	381-381
F1T3_12G	382-382
F1T3_12H	383-383
F1T3_12I	384-384
F1T3_12J	385-385
F1T3_12K	386-386
F1T3_12L	387-387
F1T3_13	388-389
F1T3_14A	390-390
F1T3_14B	391-391
F1T3_15	392-392
F1T3_16	393-393
F1T3_17A	394-394
F1T3_17B	395-395
F1T3_18	396-396
F1T3_19A	397-397
F1T3_19B	398-398
F1T3_19C	399-399
F1T3_19D	400-400
F1T3_19E	401-401
F1T3_20A	402-402
F1T3_20B	403-403

Variable Name	Position
F1T3_20C	404-404
F1T3_20D	405-405
F1T3_20E	406-406
F1T3_20F	407-407
F1T3_20G	408-408
F1T3_20H	409-409
F1T3_20I	410-410
F1T3_20J	411-411
F1T3_20K	412-412
F1T3_20L	413-413
F1T3_21	414-415
F1T3_22	416-417
F1T323AH	418-419
F1T323AM	420-421
F1T323BH	422-423
F1T323BM	424-425
F1T323CH	426-427
F1T323CM	428-429
F1T323DH	430-431
F1T323DM	432-433
F1T323EH	434-435
F1T323EM	436-437
F1T323FH	438-439
F1T323FM	440-441
F1T323GH	442-443
F1T323GM	444-445
F1T323HH	446-447
F1T323HM	448-449
F1T323IH	450-451
F1T323IM	452-453
F1T323JH	454-455
F1T323JM	456-457
F1T323KH	458-459
F1T323KM	460-461
F1T323LH	462-463
F1T323LM	464-465
F1T323MH	466-467
F1T323MM	468-469
F1T3_24A	470-470
F1T3_24B	471-471
F1T3_24C	472-472
F1T3_24D	473-473
F1T3_24E	474-474
F1T3_24F	475-475
F1T3_24G	476-476
F1T4_1A	477-478
F1T4_1B	479-480
F1T4_1C	481-482
F1T4_1D	483-484
F1T4_1E	485-486

Variable Name	**Position**
F1T4_1F	487-488
F1T4_1G	489-490
F1T4_1H	491-492
F1T4_1I	493-494
F1T4_1J	495-496
F1T4_1K	497-498
F1T4_1L	499-500
F1T4_1M	501-502
F1T4_1N	503-504
F1T4_1O	505-506
F1T4_1P	507-508
F1T4_1Q	509-510
F1T4_2A	511-512
F1T4_2B	513-514
F1T4_2C	515-516
F1T4_2D	517-518
F1T4_2E	519-520
F1T4_2F	521-522
F1T4_2G	523-524
F1T4_2H	525-526
F1T4_2I	527-528
F1T4_2J	529-530
F1T4_2K	531-532
F1T4_2L	533-534
F1T4_2M	535-536
F1T4_2N	537-538
F1T4_2O	539-540
F1T4_2P	541-542
F1T4_2Q	543-544
F1T4_3A	545-545
F1T4_3B	546-546
F1T4_3C	547-547
F1T4_3D	548-548
F1T4_3E	549-549
F1T4_3F	550-550
F1T4_3G	551-551
F1T4_3H	552-552
F1T4_3I	553-553
F1T4_3J	554-554
F1T4_3K	555-555
F1T4_3L	556-556
F1T4_3M	557-557
F1T4_4	558-559
F1T4_5A	560-561
F1T4_5B	562-563
F1T4_5C	564-565
F1T4_5D	566-567
F1T4_5E	568-569
F1T4_5F	570-571
F1T4_6	572-572

Variable Name	Position
F1T4_7A	573-573
F1T4_7B	574-574
F1T4_8A	575-576
F1T4_8B	577-578
F1T4_8C	579-580
F1T4_8D	581-582
F1T4_8E	583-584
F1T4_8F	585-586
F1T4_9A	587-587
F1T4_9B	588-588
F1T4_9C	589-589
F1T4_9D	590-590
F1T4_10	591-591
F1T4_11A	592-592
F1T4_11B	593-593
F1T4_11C	594-594
F1T4_11D	595-595
F1T4_11E	596-596
F1T4_11F	597-597
F1T4_11G	598-598

Appendix F

NELS:88 Teacher Codebook

Note: Because the teacher component is a contextual data source for first follow-up students, the frequencies appearing in this codebook are reported at the student level. That is, the teacher data file has been structured to reflect the number of first follow-up student participants for whom teacher questionnaire data are available (*N* = 15,908). Weighted frequencies reflect the use of the first follow-up student questionnaire weight (F1QWT).

All variables are included in both public and restricted versions of the data file; however, some variables which were modified or suppressed as a result of confidentiality analyses are so noted in this codebook.

NELS:88 FFU TEACHER QUESTIONNAIRE

Question STU_ID

Tape Pos. 1-7
Format: I7

STU_ID = STUDENT ID NUMBER

Question TCH_ID

Tape Pos. 8-15
Format: A8

TCH_ID = TEACHER ID NUMBER

Question F1SCH_ID

Tape Pos. 8-12
Format: I6

F1SCH_ID = SCHOOL ID NUMBER

Question F1SUBJCT

Tape Pos. 15-15
Format: A1

F1SUBJCT CLASS SUBJECT

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
ENGLISH	E	9256	33.1%	33.1%
HISTORY	H	4775	17.1%	17.3%
MATH	M	7571	27.0%	26.4%
SCIENCE	S	6392	22.8%	23.2%
TOTALS:		27994	100.0%	100.0%

Question CLS_ID

Tape Pos. 16-17
Format: I2

CLS_ID CLASS ID NUMBER

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	1	15072	53.8%	57.6%
	2	7714	27.6%	25.4%
	3	3550	12.7%	11.4%
	4	1295	4.6%	4.3%
	5	327	1.2%	1.1%
	6	34	.1%	.1%
	7	2	.0%	.0%
TOTALS:		27994	100.0%	100.0%

PART I. STUDENT INFORMATION

Questions 2-22 apply only to students for whom your answer to Question 1 is "yes".

Question 1_2

Tape Pos. 18-18
Format: I1

F1T1_2 STUDENT USUALLY WORKS HARD

Does this student usually work hard for good grades?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	17133	61.2%	60.4%
NO	2	9893	35.3%	37.1%
DON'T KNOW	3	742	2.7%	2.6%
RESERVED CODES:				
MULTIPLE RESPONSE	6	4	.0%	(MISS)
MISSING	8	222	.8%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 1_3

Tape Pos. 19-19
Format: I1

F1T1_3 STUDENT RELATES WELL TO OTHERS

Does this student seem to relate well to other students?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	23835	85.1%	85.2%
NO	2	3007	10.7%	11.0%
DON'T KNOW	3	1014	3.6%	3.8%
RESERVED CODES:				
MISSING	8	138	.5%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 1_4

Tape Pos. 20-20
Format: I1

F1T1_4 STUDENT WILL PROBABLY GO TO COLLEGE

Will this student probably go to college?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	15392	55.0%	52.8%
NO	2	8127	29.0%	30.4%
DON'T KNOW	3	4304	15.4%	16.8%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	170	.6%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 1_5

Tape Pos. 21-21
Format: I1

F1T1_5 STUDENT TALKS WITH R OUTSIDE OF CLASS

Does this student talk with you outside of class about school work, plans, or personal matters?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	10168	36.3%	35.9%
NO	2	17471	62.4%	63.7%
DON'T KNOW	3	89	.3%	.4%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	265	.9%	(MISS)
TOTALS:		27994	100.0%	100.0%

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Question 1_6

Have you spoken with the student's parents this semester about the following?

Question 1_6A — Tape Pos. 22-22 Format: I1

F1T1_6A SPOKEN TO PARENTS ABT STUDNT PERFORMANCE

Student's academic performance

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	7351	26.3%	27.4%
NO	2	18107	64.7%	64.6%
NOT NECESSARY	3	2398	8.6%	8.0%
RESERVED CODES:				
MULTIPLE RESPONSE	6	9	.0%	(MISS)
MISSING	8	129	.5%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 1_6B — Tape Pos. 23-23 Format: I1

F1T1_6B SPOKEN TO PARENTS ABOUT STUDENT BEHAVIOR

Student's behavior in school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	3652	13.0%	14.6%
NO	2	19908	71.1%	71.4%
NOT NECESSARY	3	4180	14.9%	14.0%
RESERVED CODES:				
MULTIPLE RESPONSE	6	16	.1%	(MISS)
MISSING	8	238	.9%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 1_6C — Tape Pos. 24-24 Format: I1

F1T1_6C SPOKEN TO PARENTS ABOUT STUDENT HOMEWORK

Student's homework assignments

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	5153	18.4%	19.9%
NO	2	19160	68.4%	68.6%
NOT NECESSARY	3	3422	12.2%	11.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	11	.0%	(MISS)
MISSING	8	248	.9%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 1_6D — Tape Pos. 25-25 Format: I1

F1T1_6D SPOKEN TO PARENTS ABT STUDNT ABSENTEEISM

Student's absenteeism

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1646	5.9%	6.3%
NO	2	20960	74.9%	76.8%
NOT NECESSARY	3	4995	17.8%	16.9%
RESERVED CODES:				
MULTIPLE RESPONSE	6	15	.1%	(MISS)
MISSING	8	378	1.4%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 1_7 — Tape Pos. 26-26 Format: I1

F1T1_7 PARENTS LEVEL OF INVOLVEMENT

How involved are the parents of this student in his/her academic performance?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT INVOLVED	1	3854	13.8%	14.4%
SOMEWHAT INVOLVED	2	6628	23.7%	24.2%
VERY INVOLVED	3	4649	16.6%	15.8%
DON'T KNOW	4	12712	45.4%	45.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	5	.0%	(MISS)
MISSING	8	146	.5%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 1_8 — Tape Pos. 27-27 Format: I1

F1T1_8 STUDENT BEHIND DUE TO HEALTH PROBLEM

Has this student fallen behind in school work because of a health problem?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1362	4.9%	4.9%
NO	2	25377	90.7%	90.6%
DON'T KNOW	3	1080	3.9%	4.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	173	.6%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 1_9 — Tape Pos. 28-28 Format: I1

F1T1_9 STUDENT HAS A LEARNING DISABILITY

Do you feel this student has a learning disability that affects his or her school work?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1890	6.8%	7.1%
NO	2	24645	88.0%	88.1%
DON'T KNOW	3	1202	4.3%	4.8%
RESERVED CODES:				
MISSING	8	257	.9%	(MISS)
TOTALS:		27994	100.0%	100.0%

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Question 1_10

Tape Pos. 29-29
Format: I1

F1T1_10 STUDENT HAS PHYSICAL/EMOTIONAL HANDICAP

Do you feel this student has a physical or emotional handicap that affects his or her school work?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	2126	7.6%	8.0%
NO	2	24302	86.8%	86.8%
DON'T KNOW	3	1310	4.7%	5.1%
RESERVED CODES:				
MISSING	8	256	.9%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 1_11

Tape Pos. 30-30
Format: I1

F1T1_11 STUDENT IS LANGUAGE MINORITY

Is this student a Language Minority (LM) student? A Language Minority student is a student in whose home a non-English language is typically spoken. (See NOTE.)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1631	5.8%	4.8%
NO	2	24441	87.3%	90.4%
DON'T KNOW	3	1695	6.1%	4.9%
RESERVED CODES:				
MISSING	8	227	.8%	(MISS)
TOTALS:		27994	100.0%	100.0%

NOTE: A Language Minority student is a fully English proficient student in whose home a non-English language is typically spoken. This group includes students whose English is fluent enough to benefit from instruction in academic subjects offered in English.

Question 1_12

Tape Pos. 31-31
Format: I1

F1T1_12 STUDENT IS LIMITED ENGLISH PROFICIENT

Is this student a Limited Engish Proficient (LEP) student? An LEP student is a Language Minority student who has limited English language skills. (See NOTE.)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	496	1.8%	1.9%
NO	2	26770	95.6%	96.5%
DON'T KNOW	3	492	1.8%	1.7%
RESERVED CODES:				
MISSING	8	236	.8%	(MISS)
TOTALS:		27994	100.0%	100.0%

NOTE: A Limited English Proficient student is a Language Minority student, either LEP or NEP, whose native language is one other than English and whose skills in listening to, speaking, reading, or writing English are such that he/she derives little benefit from school instruction delivered in English.

Question 1_13

Tape Pos. 32-32
Format: I1

F1T1_13 DIFFICULTY OF CLASS FOR STUDENT

Is this class. . .

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
TOO DIFFICULT FOR THIS STUDENT?	1	2432	8.7%	8.6%
NOT CHALLENGING ENOUGH FOR THIS STUDENT?	2	2389	8.5%	8.7%
THE APPROPRIATE LEVEL FOR THIS STUDENT?	3	22780	81.4%	82.7%
RESERVED CODES:				
MULTIPLE RESPONSE	6	19	.1%	(MISS)
MISSING	8	374	1.3%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 1_14

Tape Pos. 33-33
Format: I1

F1T1_14 STUDENT RECOMMENDED FOR ACADEMIC HONORS

Have you recommended this student for academic honors, advanced placement, or honor classes?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT AVAILABLE AT THIS SCHOOL	1	2543	9.1%	9.3%
YES	2	3946	14.1%	13.1%
NO	3	21262	76.0%	77.6%
RESERVED CODES:				
MULTIPLE RESPONSE	6	17	.1%	(MISS)
MISSING	8	226	.8%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 1_15

Tape Pos. 34-35
Format: I2

F1T1_15 HOW OFTEN STUDENT DOES HOMEWORK

How often does this student complete homework assignments?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	533	1.9%	2.0%
RARELY	2	2120	7.6%	7.9%
SOME OF THE TIME	3	5096	18.2%	19.2%
MOST OF THE TIME	4	10632	38.0%	38.4%
ALL OF THE TIME	5	9279	33.1%	32.0%
DON'T KNOW	6	116	.4%	.5%
RESERVED CODES:				
MULTIPLE RESPONSE	96	8	.0%	(MISS)
MISSING	98	210	.8%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 1_16

Tape Pos. 36-37
Format: I2

F1T1_16 HOW OFTEN STUDENT IS ABSENT

How often is this student absent?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	2851	10.2%	9.2%
RARELY	2	16438	58.7%	59.1%
SOME OF THE TIME	3	7458	26.6%	27.9%
MOST OF THE TIME	4	821	2.9%	3.1%
ALL OF THE TIME	5	169	.6%	.6%
DON'T KNOW	6	40	.1%	.1%
RESERVED CODES:				
MULTIPLE RESPONSE	96	3	.0%	(MISS)
MISSING	98	215	.8%	(MISS)
TOTALS:		27994	100.0%	100.0%

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Question 1_17

Tape Pos. 38-39
Format: I2

F1T1_17 HOW OFTEN STUDENT IS TARDY

How often is this student tardy?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	14559	52.0%	51.9%
RARELY	2	9021	32.2%	32.3%
SOME OF THE TIME	3	3151	11.3%	11.8%
MOST OF THE TIME	4	485	1.7%	1.8%
ALL OF THE TIME	5	76	.3%	.3%
DON'T KNOW	6	515	1.8%	2.0%
RESERVED CODES:				
MULTIPLE RESPONSE	96	3	.0%	(MISS)
MISSING	98	184	.7%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 1_18

Tape Pos. 40-41
Format: I2

F1T1_18 HOW OFTEN STUDENT IS ATTENTIVE IN CLASS

How often is this student attentive in class?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	265	.9%	1.0%
RARELY	2	1637	5.8%	6.3%
SOME OF THE TIME	3	5947	21.2%	22.4%
MOST OF THE TIME	4	13416	47.9%	48.1%
ALL OF THE TIME	5	6474	23.1%	22.0%
DON'T KNOW	6	79	.3%	.2%
RESERVED CODES:				
MULTIPLE RESPONSE	96	3	.0%	(MISS)
MISSING	98	173	.6%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 1_19

Tape Pos. 42-42
Format: I1

F1T1_19 STUDENT IS EXCEPTIONALLY PASSIVE

Is this student exceptionally passive or withdrawn?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	2417	8.6%	8.8%
NO	2	24808	88.6%	89.6%
DON'T KNOW	3	403	1.4%	1.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	364	1.3%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 1_20

Tape Pos. 43-44
Format: I2

F1T1_20 HOW OFTEN STUDENT IS DISRUPTIVE IN CLASS

How often is this student disruptive in class?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	15775	56.4%	55.3%
RARELY	2	6848	24.5%	25.2%
SOME OF THE TIME	3	4250	15.2%	15.7%
MOST OF THE TIME	4	808	2.9%	3.2%
ALL OF THE TIME	5	123	.4%	.5%
DON'T KNOW	6	37	.1%	.1%
RESERVED CODES:				
MULTIPLE RESPONSE	96	3	.0%	(MISS)
MISSING	98	150	.5%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 1_21

Have you spoken to a guidance counselor or a school services person this semester about the following?

Question 1_21A

Tape Pos. 45-45
Format: I1

F1T1_21A SPOKE TO STUDNT'S COUNSELOR-PERFORMANCE

Student's academic performance

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	3892	13.9%	14.6%
NO	2	20619	73.7%	74.2%
NOT NECESSARY	3	3268	11.7%	11.2%
RESERVED CODES:				
MULTIPLE RESPONSE	6	10	.0%	(MISS)
MISSING	8	205	.7%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 1_21B

Tape Pos. 46-46
Format: I1

F1T1_21B SPOKE TO STUDNT'S COUNSELOR RE BEHAVIOR

Student's behavior in school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	2258	8.1%	8.8%
NO	2	21009	75.0%	76.6%
NOT NECESSARY	3	4205	15.0%	14.7%
RESERVED CODES:				
MULTIPLE RESPONSE	6	8	.0%	(MISS)
MISSING	8	514	1.8%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 1_21C

Tape Pos. 47-47
Format: I1

F1T1_21C SPOKE TO STUDNT'S COUNSELOR RE HOMEWORK

Student's homework assignments

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	2185	7.8%	8.3%
NO	2	21827	78.0%	79.1%
NOT NECESSARY	3	3710	13.3%	12.7%
RESERVED CODES:				
MULTIPLE RESPONSE	6	6	.0%	(MISS)
MISSING	8	266	1.0%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 1_21D

Tape Pos. 48-48
Format: I1

F1T1_21D SPOKE TO STÚDNT'S COUNSELOR-ABSENTEEISM

Student's absenteeism

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1564	5.6%	5.9%
NO	2	21499	76.8%	78.5%
NOT NECESSARY	3	4542	16.2%	15.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	10	.0%	(MISS)
MISSING	8	379	1.4%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 1_22

Tape Pos. 49-49
Format: I1

F1T1_22 STUDENT IS AT RISK OF DROPPING OUT H.S

Is this student at risk of dropping out of high school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	2604	9.3%	9.9%
NO	2	23223	83.0%	82.7%
DON'T KNOW	3	1853	6.6%	7.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	313	1.1%	(MISS)
TOTALS:		27994	100.0%	100.0%

PART II. CLASS INFORMATION

Please answer the following questions for each class designated on the list attached to the cover of the questionnaire. Answers in this section should refer only to Spring 1990 classes.

Question 2_3

Tape Pos. 50-50
Format: I1

F1T2_3 "TRACK" CLASS IS CONSIDERED TO BE

Which of the following best describes the "track" this class is considered to be? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
ACADEMIC	1	11634	41.6%	42.1%
ADVANCED OR HONORS	2	3793	13.5%	13.6%
GENERAL	3	9703	34.7%	38.5%
VOCATIONAL/TECHNICAL/BUSINESS	4	508	1.8%	2.2%
OTHER	5	894	3.2%	3.6%
RESERVED CODES:				
MULTIPLE RESPONSE	6	15	.1%	(MISS)
MISSING	8	1447	5.2%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2_4

Tape Pos. 51-51
Format: I1

F1T2_4 ACHIEVEMENT LEVEL OF CLASS VS AVERAGE

Which of the following best describes the achievement level of the students in this class compared with the average 10th grade student in this school? (MARK ONE) This class consists primarily of students with:

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
HIGHER ACHIEVEMENT LEVELS	1	6962	24.9%	26.1%
AVERAGE ACHIEVEMENT LEVELS	2	11030	39.4%	41.7%
LOWER ACHIEVEMENT LEVELS	3	4729	16.9%	18.7%
WIDELY DIFFERING ACHIEVEMENT LEVELS	4	3477	12.4%	13.5%
RESERVED CODES:				
MISSING	8	1796	6.4%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2_5

Tape Pos. 52-53
Format: I2

F1T2_5 NUMBER OF STUDENTS ENROLLED IN CLASS

How many students are enrolled in this class?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 TO 95	1	26428	94.4%	100.0%
RESERVED CODES:				
MULTIPLE RESPONSE	96	4	.0%	(MISS)
MISSING	98	1562	5.6%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2_6

Tape Pos. 54-55
Format: I2

F1T2_6 NUMBER OF MINORITY STUDENTS IN CLASS

How many students in this class are from minority racial/ethnic groups (e.g., Black, Hispanic, Asian)? (If unsure give your best estimate.)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 TO 95	1	26358	94.2%	100.0%
RESERVED CODES:				
MULTIPLE RESPONSE	96	2	.0%	(MISS)
MISSING	98	1634	5.8%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2_7

Tape Pos. 56-56
Format: I1

F1T2_7 HOW TEACHER WAS ASSIGNED TO CLASS

How were you assigned to teach this class? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MY DEPARTMENT CHAIR OR AREA COORDINATOR ASSIGNED IT TO ME.	1	10119	36.1%	37.0%
ANOTHER SCHOOL ADMINISTRATOR ASSIGNED IT TO ME	2	11649	41.6%	46.4%
I DECIDED TO TEACH IT	3	4235	15.1%	15.9%
IT WAS MY TURN TO TEACH IT	4	191	.7%	.7%
RESERVED CODES:				
MULTIPLE RESPONSE	6	67	.2%	(MISS)
MISSING	8	1733	6.2%	(MISS)
TOTALS:		27994	100.0%	100.0%

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Question 2_8

Tape Pos. 57-58
Format: I2

F1T2_8 NUMBER OF LEP STUDENTS IN CLASS

How many Limited-English-Proficient (LEP) students are assigned to this class? A LEP student is a Language Minority student who has limited English language skills.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 TO 37	1	26291	93.9%	100.0%
RESERVED CODES:				
MISSING	98	1703	6.1%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2_9

Approximately how much homework do you typically assign each day?

Question 2_9H

Tape Pos. 59-60
Format: I2

F1T2_9H AMOUNT OF HOMEWORK (HOURS)

Hours

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 TO 5	1	25922	92.6%	100.0%
RESERVED CODES:				
MULTIPLE RESPONSE	96	1	.0%	(MISS)
MISSING	98	2071	7.4%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2_9M

Tape Pos. 61-62
Format: I2

F1T2_9M AMOUNT OF HOMEWORK (MINUTES)

Minutes

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 TO 55	1	25920	92.6%	100.0%
RESERVED CODES:				
MULTIPLE RESPONSE	96	3	.0%	(MISS)
MISSING	98	2071	7.4%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2_10

How often do you do each of the following with homework assignments? (MARK ONE ON EACH LINE)

Question 2_10A

Tape Pos. 63-63
Format: I1

F1T2_10A R KEEPS RECORDS OF HOMEWORK

Keep records of who turned in the assignments

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
ALL OF THE TIME	1	19447	69.5%	74.0%
MOST OF THE TIME	2	4784	17.1%	18.3%
SOME OF THE TIME	3	1774	6.3%	6.5%
NEVER	4	395	1.4%	1.3%
RESERVED CODES:				
MULTIPLE RESPONSE	6	4	.0%	(MISS)
MISSING	8	1590	5.7%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2_10B

Tape Pos. 64-64
Format: I1

F1T2_10B R RETURNS ASSIGNMENTS WITH GRADES

Return assignments with grades or corrections

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
ALL OF THE TIME	1	12854	45.9%	49.6%
MOST OF THE TIME	2	6848	24.5%	27.1%
SOME OF THE TIME	3	4586	16.4%	17.4%
NEVER	4	1561	5.6%	5.9%
RESERVED CODES:				
MULTIPLE RESPONSE	6	10	.0%	(MISS)
MISSING	8	2135	7.6%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2_10C

Tape Pos. 65-65
Format: I1

F1T2_10C R DISCUSSES COMPLETED ASSIGNMENTS

Discuss the completed assignment in class

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
ALL OF THE TIME	1	13163	47.0%	50.9%
MOST OF THE TIME	2	9070	32.4%	35.8%
SOME OF THE TIME	3	3186	11.4%	12.3%
NEVER	4	249	.9%	1.0%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	2323	8.3%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2_11

Tape Pos. 66-67
Format: I2

F1T2_11 # OF WRITING ASSIGNMENTS THIS TERM

How many writing assignments of at least one page will a student be required to do in your class this term? (A page is approximately 250 words.) (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT APPLICABLE	1	6084	21.7%	22.3%
NONE	2	1789	6.4%	7.0%
1-2 ASSIGNMENTS	3	3037	10.8%	12.0%
3-4 ASSIGNMENTS	4	3213	11.5%	12.7%
5-6 ASSIGNMENTS	5	2928	10.5%	11.1%
7-8 ASSIGNMENTS	6	2092	7.5%	7.3%
9-10 ASSIGNMENTS	7	2107	7.5%	7.8%
11 OR MORE ASSIGNMENTS	8	5262	18.8%	19.8%
RESERVED CODES:				
MULTIPLE RESPONSE	96	8	.0%	(MISS)
MISSING	98	1474	5.3%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2_12

What use do you make of the following instructional materials? (MARK ONE EACH)

Question 2_12A

Tape Pos. 68-68
Format: I1

F1T2_12A USE OF TEXTBOOKS

Textbooks

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT USED	1	566	2.0%	1.8%
RARELY USED	2	1007	3.6%	3.7%
SECONDARY RESOURCE USED FREQUENTLY	3	3755	13.4%	14.2%
PRIMARY RESOURCE USED FREQUENTLY	4	21261	75.9%	80.2%
RESERVED CODES:				
MULTIPLE RESPONSE	6	22	.1%	(MISS)
MISSING	8	1383	4.9%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2_12B

Tape Pos. 69-69
Format: I1

F1T2_12B USE OF OTHER READING MATERIALS

Reading materials other than textbooks

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT USED	1	3287	11.7%	12.3%
RARELY USED	2	7850	28.0%	30.5%
SECONDARY RESOURCE USED FREQUENTLY	3	11900	42.5%	46.5%
PRIMARY RESOURCE USED FREQUENTLY	4	2929	10.5%	10.7%
RESERVED CODES:				
MULTIPLE RESPONSE	6	7	.0%	(MISS)
MISSING	8	2021	7.2%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2_12C

Tape Pos. 70-70
Format: I1

F1T2_12C USE OF AUDIO-VISUAL MATERIALS

Audio-visual materials

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT USED	1	2095	7.5%	7.8%
RARELY USED	2	9974	35.6%	38.0%
SECONDARY RESOURCE USED FREQUENTLY	3	12228	43.7%	47.7%
PRIMARY RESOURCE USED FREQUENTLY	4	1707	6.1%	6.6%
RESERVED CODES:				
MULTIPLE RESPONSE	6	5	.0%	(MISS)
MISSING	8	1985	7.1%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2_12D

Tape Pos. 71-71
Format: I1

F1T2_12D USE OTHER INSTRUCTIONAL MATERIALS

Other instructional materials

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT USED	1	3548	12.7%	17.9%
RARELY USED	2	7729	27.6%	38.9%
SECONDARY RESOURCE USED FREQUENTLY	3	6736	24.1%	34.8%
PRIMARY RESOURCE USED FREQUENTLY	4	1536	5.5%	8.4%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	8444	30.2%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2_13

Indicate the person or groups who helped determine which particular textbook/workbook you use in class. (CIRCLE ALL THAT APPLY)

Question 2_13A

Tape Pos. 72-72
Format: I1

F1T2_13A R HELPED CHOOSE TEXTBOOK

I did

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	7839	28.0%	29.1%
NO	2	18530	66.2%	70.9%
RESERVED CODES:				
MISSING	8	1625	5.8%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2_13B

Tape Pos. 73-73
Format: I1

F1T2_13B PRINCIPAL HELPED CHOOSE TEXTBOOK

The principal

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1045	3.7%	4.0%
NO	2	25324	90.5%	96.0%
RESERVED CODES:				
MISSING	8	1625	5.8%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2_13C

Tape Pos. 74-74
Format: I1

F1T2_13C DEPT COMMITTEE HELPED CHOOSE TEXTBOOK

Departmental committee/colleagues

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	14470	51.7%	53.2%
NO	2	11899	42.5%	46.8%
RESERVED CODES:				
MISSING	8	1625	5.8%	(MISS)
TOTALS:		27994	100.0%	100.0%

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Question 2_13D                                   Tape Pos. 75-75
--------------                                   Format: I1

F1T2_13D  DEPT HEAD HELPED CHOOSE TEXTBOOK

Department head
                                                         PER-    WGTD
    RESPONSE                      CODES          FREQ    CENT    PCT
   ----------                   --------        -----   -----   -----
YES............................        1         4645   16.6%   17.2%
NO.............................        2        21724   77.6%   82.8%
RESERVED CODES:
  MISSING......................        8         1625    5.8%  (MISS)
                                                -----   -----   -----
 TOTALS:                                        27994  100.0%  100.0%
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Question 2_13E                                   Tape Pos. 76-76
--------------                                   Format: I1

F1T2_13E  DISTRICT COMMITTEE HELPED CHOOSE TEXTBK

A district-wide textbook adoption committee
                                                         PER-    WGTD
    RESPONSE                      CODES          FREQ    CENT    PCT
   ----------                   --------        -----   -----   -----
YES............................        1         8733   31.2%   35.0%
NO.............................        2        17636   63.0%   65.0%
RESERVED CODES:
  MISSING......................        8         1625    5.8%  (MISS)
                                                -----   -----   -----
 TOTALS:                                        27994  100.0%  100.0%
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Question 2_13F                                   Tape Pos. 77-77
--------------                                   Format: I1

F1T2_13F  STATE COMMITTEE HELPED CHOOSE TEXTBOOK

A state-wide textbook adoption committee
                                                         PER-    WGTD
    RESPONSE                      CODES          FREQ    CENT    PCT
   ----------                   --------        -----   -----   -----
YES............................        1         2634    9.4%   10.0%
NO.............................        2        23735   84.8%   90.0%
RESERVED CODES:
  MISSING......................        8         1625    5.8%  (MISS)
                                                -----   -----   -----
 TOTALS:                                        27994  100.0%  100.0%
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Question 2_13G                                   Tape Pos. 78-78
--------------                                   Format: I1

F1T2_13G  OTHER HELPED CHOOSE TEXTBOOK

Other
                                                         PER-    WGTD
    RESPONSE                      CODES          FREQ    CENT    PCT
   ----------                   --------        -----   -----   -----
YES............................        1          701    2.5%    2.8%
NO.............................        2        25668   91.7%   97.2%
RESERVED CODES:
  MISSING......................        8         1625    5.8%  (MISS)
                                                -----   -----   -----
 TOTALS:                                        27994  100.0%  100.0%
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Question 2_14                                    Tape Pos. 79-79
--------------                                   Format: I1

F1T2_14   HOW WELL R PREPARED TO TEACH SUBJECT

How prepared do you feel to teach the subject matter
covered in this course?   (MARK ONE)
                                                         PER-    WGTD
    RESPONSE                      CODES          FREQ    CENT    PCT
   ----------                   --------        -----   -----   -----
VERY WELL PREPARED.............        1        15766   56.3%   59.4%
WELL PREPARED..................        2         5231   18.7%   20.1%
ADEQUATELY PREPARED............        3         1641    5.9%    5.9%
SOMEWHAT UNPREPARED ...........        4          477    1.7%    2.0%
VERY UNPREPARED................        5         3288   11.7%   12.5%
RESERVED CODES:
  MULTIPLE RESPONSE............        6            6     .0%  (MISS)
  MISSING......................        8         1585    5.7%  (MISS)
                                                -----   -----   -----
 TOTALS:                                        27994  100.0%  100.0%
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Question 2_15A                                    Tape Pos. 80-82
--------------                                    Format: I3

F1T2_15A  MINUTES PER WEEK CLASS MEETS REGULARLY

How many minutes per week does this class meet regularly
(exclude lab periods)?
                                                         PER-    WGTD
    RESPONSE                      CODES          FREQ    CENT    PCT
   ----------                   --------        -----   -----   -----
0 TO 995.......................        1        26395   94.3%  100.0%
RESERVED CODES:
  MULTIPLE RESPONSE............      996            4     .0%  (MISS)
  MISSING......................      998         1595    5.7%  (MISS)
                                                -----   -----   -----
 TOTALS:                                        27994  100.0%  100.0%
```

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Question 2_15B                                    Tape Pos. 83-85
--------------                                    Format: I3

F1T2_15B  MINUTES PER WEEK CLASS MEETS FOR LAB

Approximately how many minutes per week does this class
have lab sessions (e.g., science, math)?
                                                         PER-    WGTD
    RESPONSE                      CODES          FREQ    CENT    PCT
   ----------                   --------        -----   -----   -----
0 TO 975.......................        1        25900   92.5%  100.0%
RESERVED CODES:
  MISSING......................      998         2094    7.5%  (MISS)
                                                -----   -----   -----
 TOTALS:                                        27994  100.0%  100.0%
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Question 2_16
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Indicate about what percent of your time is spent each
week doing each of the following with this class.
(MARK ONE ON EACH LINE)
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Question 2_16A

Tape Pos. 86-87
Format: I2

F1T2_16A TIME SPENT INSTRUCTING WHOLE CLASS

Providing instruction to the class as a whole

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	51	.2%	.2%
<1'	2	557	2.0%	2.3%
10-24%	3	2135	7.6%	8.5%
25-49%	4	5871	21.0%	22.6%
50-74%	5	11733	41.9%	44.6%
75-100%	6	5866	21.0%	21.7%
RESERVED CODES:				
MULTIPLE RESPONSE	96	6	.0%	(MISS)
MISSING	98	1775	6.3%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2_16B

Tape Pos. 88-89
Format: I2

F1T2_16B TIME SPENT INSTRUCTING SMALL GROUPS

Providing instruction to small groups of students

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	4180	14.9%	15.7%
<10%	2	10996	39.3%	42.2%
10-24%	3	7325	26.2%	28.4%
25-49%	4	2618	9.4%	10.5%
50-74%	5	619	2.2%	2.6%
75-100%	6	109	.4%	.5%
RESERVED CODES:				
MULTIPLE RESPONSE	96	19	.1%	(MISS)
MISSING	98	2128	7.6%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2_16C

Tape Pos. 90-91
Format: I2

F1T2_16C TIME SPENT INSTRUCTING INDIVIDUALS

Providing instruction to individual students

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	1295	4.6%	4.9%
<10%	2	13383	47.8%	51.4%
10-24%	3	8043	28.7%	30.7%
25-49%	4	2317	8.3%	8.9%
50-74%	5	741	2.6%	3.0%
75-100%	6	282	1.0%	1.1%
RESERVED CODES:				
MULTIPLE RESPONSE	96	4	.0%	(MISS)
MISSING	98	1929	6.9%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2_16D

Tape Pos. 92-93
Format: I2

F1T2_16D TIME SPENT MAINTAINING ORDER

Maintaining order/disciplining students

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	6667	23.8%	23.8%
<10%	2	15301	54.7%	59.5%
10-24%	3	2515	9.0%	9.9%
25-49%	4	732	2.6%	3.2%
50-74%	5	371	1.3%	1.6%
75-100%	6	523	1.9%	2.1%
RESERVED CODES:				
MULTIPLE RESPONSE	96	8	.0%	(MISS)
MISSING	98	1877	6.7%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2_16E

Tape Pos. 94-95
Format: I2

F1T2_16E TIME SPENT ADMINISTERING TEST/QUIZZES

Administering tests or quizzes

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	213	.8%	.8%
<10%	2	12062	43.1%	46.4%
10-24%	3	12197	43.6%	46.2%
25-49%	4	1403	5.0%	5.4%
50-74%	5	247	.9%	1.1%
75-100%	6	50	.2%	.2%
RESERVED CODES:				
MULTIPLE RESPONSE	96	5	.0%	(MISS)
MISSING	98	1817	6.5%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2_16F

Tape Pos. 96-97
Format: I2

F1T2_16F TIME SPENT ON ADMINISTRATIVE TASKS

Performing routine administrative tasks (e.g., taking attendance, making announcements, etc.)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	1867	6.7%	6.3%
<10%	2	22298	79.7%	85.5%
10-24%	3	1581	5.6%	6.3%
25-49%	4	229	.8%	1.0%
50-74%	5	71	.3%	.3%
75-100%	6	148	.5%	.7%
RESERVED CODES:				
MULTIPLE RESPONSE	96	6	.0%	(MISS)
MISSING	98	1794	6.4%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2_16G

Tape Pos. 98-99
Format: I2

F1T2_16G TIME SPENT CONDUCTING LAB PERIODS

Conducting lab periods

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	18256	65.2%	71.8%
<10%	2	1766	6.3%	6.8%
10-24%	3	3257	11.6%	12.8%
25-49%	4	1795	6.4%	7.3%
50-74%	5	220	.8%	1.1%
75-100%	6	56	.2%	.2%
RESERVED CODES:				
MULTIPLE RESPONSE	96	4	.0%	(MISS)
MISSING	98	2640	9.4%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2_17

How much control do you feel you have IN YOUR CLASSROOM over each of the following areas of your planning and teaching? (MARK ONE ON EACH LINE)

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Question 2_17A

Tape Pos. 100-101
Format: I2

F1T2_17A R'S CONTROL OVER TEXTS/MATERIALS

Selecting textbooks and other instructional materials

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO CONTROL	1	1727	6.2%	7.2%
	2	2773	9.9%	11.3%
	3	3281	11.7%	12.7%
	4	5658	20.2%	21.0%
	5	8187	29.2%	30.7%
COMPLETE CONTROL	6	4802	17.2%	17.0%
RESERVED CODES:				
MULTIPLE RESPONSE	96	2	.0%	(MISS)
MISSING	98	1564	5.6%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2_17B

Tape Pos. 102-103
Format: I2

F1T2_17B R'S CONTROL OVER CONTENT TAUGHT

Selecting content, topics and skills to be taught

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO CONTROL	1	1283	4.6%	5.0%
	2	2066	7.4%	8.1%
	3	2602	9.3%	10.1%
	4	4581	16.4%	16.9%
	5	8712	31.1%	33.4%
COMPLETE CONTROL	6	7096	25.3%	26.4%
RESERVED CODES:				
MULTIPLE RESPONSE	96	1	.0%	(MISS)
MISSING	98	1653	5.9%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2_17C

Tape Pos. 104-105
Format: I2

F1T2_17C R'S CONTROL OVER TEACHING TECHNIQUES

Selecting teaching techniques

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO CONTROL	1	110	.4%	.4%
	2	141	.5%	.5%
	3	406	1.5%	1.6%
	4	1149	4.1%	4.6%
	5	6514	23.3%	25.1%
COMPLETE CONTROL	6	18015	64.4%	67.7%
RESERVED CODES:				
MULTIPLE RESPONSE	96	4	.0%	(MISS)
MISSING	98	1655	5.9%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2_17D

Tape Pos. 106-107
Format: I2

F1T2_17D R'S CONTROL OVER DISCIPLINING

Disciplining students

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO CONTROL	1	186	.7%	.9%
	2	883	3.2%	3.3%
	3	1852	6.6%	7.4%
	4	4110	14.7%	15.9%
	5	8741	31.2%	33.3%
COMPLETE CONTROL	6	10441	37.3%	39.2%
RESERVED CODES:				
MULTIPLE RESPONSE	96	2	.0%	(MISS)
MISSING	98	1779	6.4%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2_17E

Tape Pos. 108-109
Format: I2

F1T2_17E R'S CONTROL OVER AMOUNT OF HOMEWORK

Determining the amount of homework

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO CONTROL	1	69	.2%	.2%
	2	162	[illegible]%	.5%
	3	396	1.4%	1.3%
	4	1149	4.1%	4.3%
	5	5368	19.2%	20.0%
COMPLETE CONTROL	6	19096	68.2%	73.7%
RESERVED CODES:				
MISSING	98	1754	6.3%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2_18

How often do you use the following teaching methods?
(MARK ONE ON EACH LINE)

Question 2_18A

Tape Pos. 110-110
Format: I1

F1T2_18A R'S USE OF LECTURE

Lecture

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	612	2.2%	2.3%
1-2 TIMES PER SEMESTER	1	850	3.0%	3.2%
1-3 TIMES/MONTH	2	1158	4.1%	4.5%
ONCE A WEEK	3	2929	10.5%	11.0%
2-3 TIMES/WEEK	4	10660	38.1%	41.6%
ALMOST EVERY LESSON	5	9983	35.7%	37.3%
RESERVED CODES:				
MULTIPLE RESPONSE	6	19	.1%	(MISS)
MISSING	8	1783	6.4%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2_18B

Tape Pos. 111-111
Format: I1

F1T2_18B R'S USE OF FILM

Film

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	6842	24.4%	25.7%
1-3 TIMES PER SEMESTER	1	9471	33.8%	36.7%
1-3 TIMES/MONTH	2	6793	24.3%	26.9%
ONCE A WEEK	3	2334	8.3%	9.0%
2-3 TIMES/WEEK	4	380	1.4%	1.5%
ALMOST EVERY LESSON	5	46	.2%	.2%
RESERVED CODES:				
MULTIPLE RESPONSE	6	14	.1%	(MISS)
MISSING	8	2114	7.6%	(MISS)
TOTALS:		27994	100.0%	100.0%

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Question 2_18C

Tape Pos. 112-112
Format: I1

F1T2_18C R'S USE OF WHOLE-GROUP DISCUSSION

Whole-group discussion

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	1531	5.5%	5.8%
1-3 TIMES PER SEMESTER	1	1778	6.4%	6.9%
1-3 TIMES/MONTH	2	2740	9.8%	10.6%
ONCE A WEEK	3	4572	16.3%	17.9%
2-3 TIMES/WEEK	4	8094	28.9%	31.9%
ALMOST EVERY LESSON	5	7235	25.8%	26.8%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	2042	7.3%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2_18D

Tape Pos. 113-113
Format: I1

F1T2_18D R'S USE OF ORAL QUESTION RESPONSE

Have students respond orally to questions on subject matter

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	161	.6%	.6%
1-3 TIMES PER SEMESTER	1	267	1.0%	.9%
1-3 TIMES/MONTH	2	666	2.4%	2.5%
ONCE A WEEK	3	2244	8.0%	8.9%
2-3 TIMES/WEEK	4	6169	22.0%	24.3%
ALMOST EVERY LESSON	5	16798	60.0%	62.8%
RESERVED CODES:				
MULTIPLE RESPONSE	6	5	.0%	(MISS)
MISSING	8	1684	6.0%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2_18E

Tape Pos. 114-114
Format: I1

F1T2_18E R'S USE OF STUDENT-LED DISCUSSIONS

Have student-led whole-group discussions

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	10593	37.8%	39.3%
1-3 TIMES PER SEMESTER	1	7670	27.4%	30.0%
1-3 TIMES/MONTH	2	4160	14.9%	16.4%
ONCE A WEEK	3	1934	6.9%	7.5%
2-3 TIMES/WEEK	4	1313	4.7%	5.2%
ALMOST EVERY LESSON	5	436	1.6%	1.7%
RESERVED CODES:				
MULTIPLE RESPONSE	6	6	.0%	(MISS)
MISSING	8	1882	6.7%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2_18F

Tape Pos. 115-115
Format: I1

F1T2_18F R'S USE OF WORKING IN SMALL GROUPS

Have students work in small groups

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	2365	8.4%	8.6%
1-3 TIMES PER SEMESTER	1	5752	20.5%	21.8%
1-3 TIMES/MONTH	2	6925	24.7%	26.9%
ONCE A WEEK	3	5555	19.8%	21.5%
2-3 TIMES/WEEK	4	4168	14.9%	16.3%
ALMOST EVERY LESSON	5	1343	4.8%	4.9%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	1883	6.7%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2_18G

Tape Pos. 116-116
Format: I1

F1T2_18G R'S USE OF WRITTEN ASSIGNMENTS

Have students complete individual written assignments or worksheets in class

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	975	3.5%	3.0%
1-3 TIMES PER SEMESTER	1	2019	7.2%	7.3%
1-3 TIMES/MONTH	2	3978	14.2%	14.7%
ONCE A WEEK	3	6693	23.9%	25.5%
2-3 TIMES/WEEK	4	8145	29.1%	32.1%
ALMOST EVERY LESSON	5	4433	15.8%	17.4%
RESERVED CODES:				
MULTIPLE RESPONSE	6	6	.0%	(MISS)
MISSING	8	1745	6.2%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2_18H

Tape Pos. 117-117
Format: I1

F1T2_18H R'S USE OF ORAL REPORTS

Have students give oral reports

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	11199	40.0%	42.7%
1-3 TIMES PER SEMESTER	1	11045	39.5%	43.0%
1-3 TIMES/MONTH	2	2464	8.8%	9.4%
ONCE A WEEK	3	806	2.9%	3.1%
2-3 TIMES/WEEK	4	258	.9%	1.1%
ALMOST EVERY LESSON	5	157	.6%	.6%
RESERVED CODES:				
MULTIPLE RESPONSE	6	4	.0%	(MISS)
MISSING	8	2061	7.4%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2_18I

Tape Pos. 118-118
Format: I1

F1T2_18I R'S USE OF OTHER TEACHING METHOD

Other

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	6041	21.6%	40.3%
1-3 TIMES PER SEMESTER	1	4186	15.0%	27.9%
1-3 TIMES/MONTH	2	2144	7.7%	14.9%
ONCE A WEEK	3	1464	5.2%	9.7%
2-3 TIMES/WEEK	4	615	2.2%	3.8%
ALMOST EVERY LESSON	5	469	1.7%	3.3%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	13073	46.7%	(MISS)
TOTALS:		27994	100.0%	100.0%

The remainder of Part II consists of questions that apply to specific subjects.

PART II. CLASS INFORMATION: ENGLISH

Question 2E19

If you are an English teacher, how often do you undertake each of the following activities in this class?
(MARK ONE ON EACH LINE)

NELS:88 FFU TEACHER QUESTIONNAIRE

Question 2E19A

Tape Pos. 119-119
Format: I1

F1T2E19A ALLOW STUDNTS TO CHOOSE READING MATERIAL

Allow students to choose their own reading materials

RESPONSE	CODES	FREQ	PERCENT	WGTD PCT
VERY RARELY	1	4760	17.0%	54.9%
1-2 TIMES A MONTH	2	2746	9.8%	32.2%
ONCE A WEEK	3	641	2.3%	8.2%
2-3 TIMES PER WEEK	4	164	.6%	2.2%
EVERY DAY	5	218	.8%	2.5%
RESERVED CODES:				
MISSING	8	727	2.6%	(MISS)
LEGITIMATE SKIP	9	18738	66.9%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2E19B

Tape Pos. 120-120
Format: I1

F1T2E19B HOW FREQ SHOW FILMS/VIDEOTAPES

Show films, filmstrips, or videotapes

RESPONSE	CODES	FREQ	PERCENT	WGTD PCT
VERY RARELY	1	4107	14.7%	48.3%
1-2 TIMES A MONTH	2	4061	14.5%	47.0%
ONCE A WEEK	3	361	1.3%	4.0%
2-3 TIMES PER WEEK	4	43	.2%	.7%
RESERVED CODES:				
MISSING	8	684	2.4%	(MISS)
LEGITIMATE SKIP	9	18738	66.9%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2E19C

Tape Pos. 121-121
Format: I1

F1T2E19C HOW FREQ STUDENTS GIVE ORAL REPORTS

Have students give oral reports

RESPONSE	CODES	FREQ	PERCENT	WGTD PCT
VERY RARELY	1	4637	16.6%	54.7%
1-2 TIMES A MONTH	2	3246	11.6%	37.5%
ONCE A WEEK	3	482	1.7%	5.6%
2-3 TIMES PER WEEK	4	137	.5%	1.8%
EVERY DAY	5	26	.1%	.3%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	727	2.6%	(MISS)
LEGITIMATE SKIP	9	18738	66.9%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2E19D

Tape Pos. 122-122
Format: I1

F1T2E19D HOW FREQ REQUIRE WRITTEN REPORTS

Require written reports on reading

RESPONSE	CODES	FREQ	PERCENT	WGTD PCT
VERY RARELY	1	1132	4.0%	12.8%
1-2 TIMES A MONTH	2	3630	13.0%	43.3%
ONCE A WEEK	3	2406	8.6%	28.1%
2-3 TIMES PER WEEK	4	1144	4.1%	13.6%
EVERY DAY	5	208	.7%	2.2%
RESERVED CODES:				
MISSING	8	736	2.6%	(MISS)
LEGITIMATE SKIP	9	18738	66.9%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2E19E

Tape Pos. 123-123
Format: I1

F1T2E19E HOW FREQ DISCUSS ASSIGNED READING

Discuss assigned reading materials

RESPONSE	CODES	FREQ	PERCENT	WGTD PCT
VERY RARELY	1	109	.4%	1.2%
1-2 TIMES A MONTH	2	248	.9%	3.0%
ONCE A WEEK	3	828	3.0%	9.6%
2-3 TIMES PER WEEK	4	3654	13.1%	44.4%
EVERY DAY	5	3720	13.3%	41.8%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	695	2.5%	(MISS)
LEGITIMATE SKIP	9	18738	66.9%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2E19F

Tape Pos. 124-124
Format: I1

F1T2E19F HOW FREQ READ NOVELS, PLAYS, ESSAYS

Have students read novels, plays, essays, etc

RESPONSE	CODES	FREQ	PERCENT	WGTD PCT
VERY RARELY	1	473	1.7%	5.6%
1-2 TIMES A MONTH	2	1783	6.4%	21.7%
ONCE A WEEK	3	947	3.4%	11.8%
2-3 TIMES PER WEEK	4	3038	10.9%	35.7%
EVERY DAY	5	2248	8.0%	25.3%
RESERVED CODES:				
MULTIPLE RESPONSE	6	5	.0%	(MISS)
MISSING	8	762	2.7%	(MISS)
LEGITIMATE SKIP	9	18738	66.9%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2E19G

Tape Pos. 125-125
Format: I1

F1T2E19G HOW FREQ WRITE IMPROMPTU ESSAYS

Have students write impromptu essays

RESPONSE	CODES	FREQ	PERCENT	WGTD PCT
VERY RARELY	1	2149	7.7%	26.3%
1-2 TIMES A MONTH	2	3187	11.4%	36.3%
ONCE A WEEK	3	2123	7.6%	23.8%
2-3 TIMES PER WEEK	4	810	2.9%	10.1%
EVERY DAY	5	228	.8%	3.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	4	.0%	(MISS)
MISSING	8	755	2.7%	(MISS)
LEGITIMATE SKIP	9	18738	66.9%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2E19H

Tape Pos. 126-126
Format: I1

F1T2E19H HOW FREQ DEVOTE TIME TO WRITING PROCESS

Devote attention to the stages of the writing process

RESPONSE	CODES	FREQ	PERCENT	WGTD PCT
VERY RARELY	1	359	1.3%	4.2%
1-2 TIMES A MONTH	2	2827	10.1%	33.9%
ONCE A WEEK	3	2717	9.7%	30.0%
2-3 TIMES PER WEEK	4	1870	6.7%	21.8%
EVERY DAY	5	790	2.8%	10.1%
RESERVED CODES:				
MULTIPLE RESPONSE	6	5	.0%	(MISS)
MISSING	8	688	2.5%	(MISS)
LEGITIMATE SKIP	9	18738	66.9%	(MISS)
TOTALS:		27994	100.0%	100.0%

QUESTION 2E19I

TApe Pos. 127-127
FOrmat: I1

F1T2E19I HOW FREQ WORK ON WRITING SKILLS

Devote attention to technical aspects and skills of writing

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY RARELY	1	379	1.4%	4.9%
1-2 TIMES A MONTH	2	2529	9.0%	29.0%
ONCE A WEEK	3	2857	10.2%	32.7%
2-3 TIMES PER WEEK	4	1964	7.0%	24.0%
EVERY DAY	5	838	3.0%	9.4%
RESERVED CODES:				
MISSING	8	689	2.5%	(MISS)
LEGITIMATE SKIP	9	18738	66.9%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2E19J

Tape Pos. 128-128
Format: I1

F1T2E19J HOW FREQ WORK ON WRITING STYLE

Have students write in styles that encourage their emotional and imaginative development

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY RARELY	1	1135	4.1%	13.2%
1-2 TIMES A MONTH	2	2838	10.1%	32.8%
ONCE A WEEK	3	2326	8.3%	26.9%
2-3 TIMES PER WEEK	4	1505	5.4%	17.8%
EVERY DAY	5	742	2.7%	9.3%
RESERVED CODES:				
MULTIPLE RESPONSE	6	6	.0%	(MISS)
MISSING	8	704	2.5%	(MISS)
LEGITIMATE SKIP	9	18738	66.9%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2E20

If you teach an English class, how much emphasis do you give to each of the following topics this semester/term? (MARK ONE ON EACH LINE)

Question 2E20A

Tape Pos. 129-129
Format: I1

F1T2E20A EMPHASIS ON LITERATURE STUDY

Literature study

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	228	.8%	2.8%
A LITTLE	2	392	1.4%	4.7%
MODERATE	3	2157	7.7%	24.9%
HEAVY	4	5779	20.6%	67.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	698	2.5%	(MISS)
LEGITIMATE SKIP	9	18738	66.9%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2E20B

Tape Pos. 130-130
Format: I1

F1T2E20B EMPHASIS ON FICTION

Fiction

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	275	1.0%	3.5%
A LITTLE	2	575	2.1%	7.3%
MODERATE	3	3419	12.2%	40.0%
HEAVY	4	4223	15.1%	49.2%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	762	2.7%	(MISS)
LEGITIMATE SKIP	9	18738	66.9%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2E20C

Tape Pos. 131-131
Format: I1

F1T2E20C EMPHASIS ON NARRATIVE FICTION

Narrative fiction

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	453	1.6%	5.7%
A LITTLE	2	1409	5.0%	16.7%
MODERATE	3	3844	13.7%	46.8%
HEAVY	4	2618	9.4%	30.8%
RESERVED CODES:				
MULTIPLE RESPONSE	6	5	.0%	(MISS)
MISSING	8	927	3.3%	(MISS)
LEGITIMATE SKIP	9	18738	66.9%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2E20D

Tape Pos. 132-132
Format: I1

F1T2E20D EMPHASIS ON MYTHOLOGY

Mythology

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	3878	13.9%	47.1%
A LITTLE	2	3372	12.0%	38.1%
MODERATE	3	884	3.2%	11.2%
HEAVY	4	312	1.1%	3.7%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	808	2.9%	(MISS)
LEGITIMATE SKIP	9	18738	66.9%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2E20E

Tape Pos. 133-133
Format: I1

F1T2E20E EMPHASIS ON POETRY

Poetry

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	909	3.2%	11.0%
A LITTLE	2	3016	10.8%	34.2%
MODERATE	3	3521	12.6%	43.5%
HEAVY	4	1043	3.7%	11.4%
RESERVED CODES:				
MULTIPLE RESPONSE	6	5	.0%	(MISS)
MISSING	8	762	2.7%	(MISS)
LEGITIMATE SKIP	9	18738	66.9%	(MISS)
TOTALS:		27994	100.0%	100.0%

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Question 2E20F                                    Tape Pos. 134-134
--------------                                    Format: I1

F1T2E20F  EMPHASIS ON DRAMA

Drama

                                                          PER-   WGTD
      RESPONSE                        CODES       FREQ    CENT    PCT
     ----------                      --------    -----   -----   -----
NONE..........................           1         615    2.2%    7.6%
A LITTLE......................           2        1584    5.7%   18.5%
MODERATE......................           3        4593   16.4%   54.5%
HEAVY.........................           4        1681    6.0%   19.4%
RESERVED CODES:
  MULTIPLE RESPONSE...........           6           8     .0%  (MISS)
  MISSING.....................           8         775    2.8%  (MISS)
  LEGITIMATE SKIP.............           9       18738   66.9%  (MISS)
                                                 -----   -----   -----
 TOTALS:                                         27994  100.0%  100.0%
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Question 2E20G                                    Tape Pos. 135-135
--------------                                    Format: I1

F1T2E20G  EMPHASIS ON EXPOSITION

Exposition

                                                          PER-   WGTD
      RESPONSE                        CODES       FREQ    CENT    PCT
     ----------                      --------    -----   -----   -----
NONE..........................           1         628    2.2%    7.5%
A LITTLE......................           2        2688    9.6%   31.8%
MODERATE......................           3        3568   12.7%   42.4%
HEAVY.........................           4        1492    5.3%   18.3%
RESERVED CODES:
  MISSING.....................           8         880    3.1%  (MISS)
  LEGITIMATE SKIP.............           9       18738   66.9%  (MISS)
                                                 -----   -----   -----
 TOTALS:                                         27994  100.0%  100.0%
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Question 2E20H                                    Tape Pos. 136-136
--------------                                    Format: I1

F1T2E20H  EMPHASIS ON NONFICTION

Nonfiction

                                                          PER-   WGTD
      RESPONSE                        CODES       FREQ    CENT    PCT
     ----------                      --------    -----   -----   -----
NONE..........................           1        1062    3.8%   12.3%
A LITTLE......................           2        3701   13.2%   43.1%
MODERATE......................           3        3040   10.9%   36.3%
HEAVY.........................           4         643    2.3%    8.3%
RESERVED CODES:
  MULTIPLE RESPONSE...........           6           2     .0%  (MISS)
  MISSING.....................           8         808    2.9%  (MISS)
  LEGITIMATE SKIP.............           9       18738   66.9%  (MISS)
                                                 -----   -----   -----
 TOTALS:                                         27994  100.0%  100.0%
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Question 2E20I                                    Tape Pos. 137-137
--------------                                    Format: I1

F1T2E20I  EMPHASIS ON FORMAL WRITING

Formal writing

                                                          PER-   WGTD
      RESPONSE                        CODES       FREQ    CENT    PCT
     ----------                      --------    -----   -----   -----
NONE..........................           1         254     .9%    3.3%
A LITTLE......................           2        1410    5.0%   16.8%
MODERATE......................           3        3699   13.2%   44.0%
HEAVY.........................           4        3080   11.0%   35.8%
RESERVED CODES:
  MULTIPLE RESPONSE...........           6          17     .1%  (MISS)
  MISSING.....................           8         796    2.8%  (MISS)
  LEGITIMATE SKIP.............           9       18738   66.9%  (MISS)
                                                 -----   -----   -----
 TOTALS:                                         27994  100.0%  100.0%
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Question 2E20J                                    Tape Pos. 138-138
--------------                                    Format: I1

F1T2E20J  EMPHASIS ON GRAMMATICAL SKILLS

Grammatical skills

                                                          PER-   WGTD
      RESPONSE                        CODES       FREQ    CENT    PCT
     ----------                      --------    -----   -----   -----
NONE..........................           1         225     .8%    2.7%
A LITTLE......................           2        2041    7.3%   24.2%
MODERATE......................           3        3526   12.6%   40.1%
HEAVY.........................           4        2723    9.7%   33.0%
RESERVED CODES:
  MULTIPLE RESPONSE...........           6           2     .0%  (MISS)
  MISSING.....................           8         739    2.6%  (MISS)
  LEGITIMATE SKIP.............           9       18738   66.9%  (MISS)
                                                 -----   -----   -----
 TOTALS:                                         27994  100.0%  100.0%
```

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--------------
Question 2E20K                                    Tape Pos. 139-139
--------------                                    Format: I1

F1T2E20K  EMPHASIS ON PARAGRAPH DEVELOPMENT

Paragraph development

                                                          PER-   WGTD
      RESPONSE                        CODES       FREQ    CENT    PCT
     ----------                      --------    -----   -----   -----
NONE..........................           1         248     .9%    3.1%
A LITTLE......................           2        1540    5.5%   18.2%
MODERATE......................           3        3419   12.2%   38.9%
HEAVY.........................           4        3278   11.7%   39.7%
RESERVED CODES:
  MISSING.....................           8         771    2.8%  (MISS)
  LEGITIMATE SKIP.............           9       18738   66.9%  (MISS)
                                                 -----   -----   -----
 TOTALS:                                         27994  100.0%  100.0%
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Question 2E20L                                    Tape Pos. 140-140
--------------                                    Format: I1

F1T2E20L  EMPHASIS ON THESIS ARGUMENT

Development of a thesis argument

                                                          PER-   WGTD
      RESPONSE                        CODES       FREQ    CENT    PCT
     ----------                      --------    -----   -----   -----
NONE..........................           1         818    2.9%   10.1%
A LITTLE......................           2        1860    6.6%   22.0%
MODERATE......................           3        3003   10.7%   35.6%
HEAVY.........................           4        2801   10.0%   32.4%
RESERVED CODES:
  MULTIPLE RESPONSE...........           6           1     .0%  (MISS)
  MISSING.....................           8         773    2.8%  (MISS)
  LEGITIMATE SKIP.............           9       18738   66.9%  (MISS)
                                                 -----   -----   -----
 TOTALS:                                         27994  100.0%  100.0%
```

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--------------
Question 2E20M                                    Tape Pos. 141-141
--------------                                    Format: I1

F1T2E20M  EMPHASIS ON ANALYTICAL WRITING

Analytical writing

                                                          PER-   WGTD
      RESPONSE                        CODES       FREQ    CENT    PCT
     ----------                      --------    -----   -----   -----
NONE..........................           1         927    3.3%   11.0%
A LITTLE......................           2        2786   10.0%   33.7%
MODERATE......................           3        2886   10.3%   34.5%
HEAVY.........................           4        1863    6.7%   20.9%
RESERVED CODES:
  MULTIPLE RESPONSE...........           6           3     .0%  (MISS)
  MISSING.....................           8         791    2.8%  (MISS)
  LEGITIMATE SKIP.............           9       18738   66.9%  (MISS)
                                                 -----   -----   -----
 TOTALS:                                         27994  100.0%  100.0%
```

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Question 2E20N

Tape Pos. 142-142
Format: I1

F1T2E20N EMPHASIS ON VOCABULARY STUDY

Vocabulary study

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	187	.7%	2.0%
A LITTLE	2	1197	4.3%	13.9%
MODERATE	3	3571	12.8%	40.6%
HEAVY	4	3549	12.7%	43.5%
RESERVED CODES:				
MISSING	8	752	2.7%	(MISS)
LEGITIMATE SKIP	9	18738	66.9%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2E21

Below are a number of ways in which teachers mark or give written comments on student compositions. Indicate how frequently you use each method with this class. (MARK ONE ON EACH LINE)

Question 2E21A

Tape Pos. 143-143
Format: I1

F1T2E21A HOW FREQ GIVE GRADE W/ NO COMMENTS

Assign a number, letter grade, judgment (e.g., good, excellent) without any comments

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	2780	9.9%	30.8%
RARELY	1	2945	10.5%	35.6%
SOMETIMES	2	2049	7.3%	24.6%
MOST OF THE TIME	3	792	2.8%	9.1%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	687	2.5%	(MISS)
LEGITIMATE SKIP	9	18738	66.9%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2E21B

Tape Pos. 144-144
Format: I1

F1T2E21B HOW FREQ GIVE SEP GRADE TO DIFF ASPECTS

Assign separate numbers, grades or judgments to several aspects of the composition (e.g., content, mechanics, style)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	1370	4.9%	15.3%
RARELY	1	1687	6.0%	19.5%
SOMETIMES	2	3059	10.9%	35.1%
MOST OF THE TIME	3	2431	8.7%	30.2%
RESERVED CODES:				
MISSING	8	709	2.5%	(MISS)
LEGITIMATE SKIP	9	18738	66.9%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2E21C

Tape Pos. 145-145
Format: I1

F1T2E21C HOW FREQ COMMENT AT END OF THE ESSAY

Give a general comment at the end of the essay (written, broad information on the quality of the essay)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	204	.7%	2.5%
RARELY	1	673	2.4%	7.8%
SOMETIMES	2	3012	10.8%	35.9%
MOST OF THE TIME	3	4632	16.5%	53.8%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	734	2.6%	(MISS)
LEGITIMATE SKIP	9	18738	66.9%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2E21D

Tape Pos. 146-146
Format: I1

F1T2E21D HOW FREQ GIVE DETAILED COMMENTS, NOTES

Give detailed comments, notes, in the margin and/or between the lines

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	146	.5%	1.9%
RARELY	1	712	2.5%	8.2%
SOMETIMES	2	2799	10.0%	33.3%
MOST OF THE TIME	3	4896	17.5%	56.6%
RESERVED CODES:				
MISSING	8	703	2.5%	(MISS)
LEGITIMATE SKIP	9	18738	66.9%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2E21E

Tape Pos. 147-147
Format: I1

F1T2E21E HOW FREQ COMMENT ON STRENGTHS/WEAKNESSES

Give comments on strengths and weaknesses and indicate different types of weak spots and mistakes with symbols and signs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	339	1.2%	4.2%
RARELY	1	783	2.8%	8.9%
SOMETIMES	2	2619	9.4%	31.6%
MOST OF THE TIME	3	4802	17.2%	55.3%
RESERVED CODES:				
MISSING	8	713	2.5%	(MISS)
LEGITIMATE SKIP	9	18738	66.9%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2E21F

Tape Pos. 148-148
Format: I1

F1T2E21F HOW FREQ POINT OUT STRENGTH IN WRITING

Point out some aspects of strength in each student's writing

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	54	.2%	.6%
RARELY	1	245	.9%	2.6%
SOMETIMES	2	2517	9.0%	29.9%
MOST OF THE TIME	3	5715	20.4%	66.9%
RESERVED CODES:				
MISSING	8	725	2.6%	(MISS)
LEGITIMATE SKIP	9	18738	66.9%	(MISS)
TOTALS:		27994	100.0%	100.0%

NELS:88 FFU TEACHER QUESTIONNAIRE

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---------------
Question 2E21G                                   Tape Pos. 149-149
---------------                                  Format: I1

F1T2E21G  HOW FREQ POSITIVE ONLY COMMENTS ON ESSAY

Give only positive comments at the end of the essay and
make no corrections

                                                           PER-    WGTD
    RESPONSE                         CODES       FREQ      CENT    PCT
   ----------                       --------    -----     -----   -----
NEVER..........................          0       3514     12.6%   40.8%
RARELY.........................          1       3359     12.0%   38.3%
SOMETIMES......................          2       1531      5.5%   19.0%
MOST OF THE TIME...............          3        140       .5%    1.9%
RESERVED CODES:
  MULTIPLE RESPONSE............          6          1       .0%  (MISS)
  MISSING......................          8        711      2.5%  (MISS)
  LEGITIMATE SKIP..............          9      18738     66.9%  (MISS)
                                                -----     -----   -----
 TOTALS:                                        27994    100.0%  100.0%
```

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---------------
Question 2E21H                                   Tape Pos. 150-150
---------------                                  Format: I1

F1T2E21H  HOW FREQ OFFER CORRECTIONS & STU REVISES

Give comments and suggest corrections. After that, the
students revise their compositions and write a 'final
draft'

                                                           PER-    WGTD
    RESPONSE                         CODES       FREQ      CENT    PCT
   ----------                       --------    -----     -----   -----
NEVER..........................          0        343      1.2%    4.4%
RARELY.........................          1       1464      5.2%   15.6%
SOMETIMES......................          2       4045     14.4%   47.0%
MOST OF THE TIME...............          3       2663      9.5%   32.1%
RESERVED CODES:
  MISSING......................          8        741      2.6%  (MISS)
  LEGITIMATE SKIP..............          9      18738     66.9%  (MISS)
                                                -----     -----   -----
 TOTALS:                                        27994    100.0%  100.0%
```

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---------------
Question 2E21I                                   Tape Pos. 151-151
---------------                                  Format: I1

F1T2E21I  HOW FREQ GIVE PRIMARILY ORAL FEEDBACK

Give primarily oral feedback

                                                           PER-    WGTD
    RESPONSE                         CODES       FREQ      CENT    PCT
   ----------                       --------    -----     -----   -----
NEVER..........................          0       2212      7.9%   24.2%
RARELY.........................          1       4037     14.4%   47.3%
SOMETIMES......................          2       1898      6.8%   23.6%
MOST OF THE TIME...............          3        378      1.4%    4.9%
RESERVED CODES:
  MULTIPLE RESPONSE............          6          1       .0%  (MISS)
  MISSING......................          8        730      2.6%  (MISS)
  LEGITIMATE SKIP..............          9      18738     66.9%  (MISS)
                                                -----     -----   -----
 TOTALS:                                        27994    100.0%  100.0%
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PART II. CLASS INFORMATION: HISTORY

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Question 2H19
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If you are a History teacher, how often do you do each of
the following activities in this class?
(MARK ONE ON EACH LINE)
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Question 2H19A                                   Tape Pos. 152-152
---------------                                  Format: I1

F1T2H19A  HOW FREQ GO ON FIELD TRIPS

Go on field trips.

                                                           PER-    WGTD
    RESPONSE                         CODES       FREQ      CENT    PCT
   ----------                       --------    -----     -----   -----
VERY RARELY....................          1       3988     14.2%   99.0%
1-2 TIMES A MONTH..............          2         57       .2%     .9%
ONCE A WEEK....................          3          4       .0%     .1%
EVERY DAY......................          5          1       .0%     .0%
RESERVED CODES:
  MISSING......................          8        725      2.6%  (MISS)
  LEGITIMATE SKIP..............          9      23219     82.9%  (MISS)
                                                -----     -----   -----
 TOTALS:                                        27994    100.0%  100.0%
```

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---------------
Question 2H19B                                   Tape Pos. 153-153
---------------                                  Format: I1

F1T2H19B  HOW FREQ SHOW FILMS, FILMSTRIPS, VIDEOS

Show films, filmstrips, or videotapes.

                                                           PER-    WGTD
    RESPONSE                         CODES       FREQ      CENT    PCT
   ----------                       --------    -----     -----   -----
VERY RARELY....................          1        580      2.1%   14.3%
1-2 TIMES A MONTH..............          2       2102      7.5%   51.1%
ONCE A WEEK....................          3       1208      4.3%   30.4%
2-3 TIMES PER WEEK.............          4        171       .6%    3.9%
EVERY DAY......................          5         14       .1%     .3%
RESERVED CODES:
  MULTIPLE RESPONSE............          6          4       .0%  (MISS)
  MISSING......................          8        696      2.5%  (MISS)
  LEGITIMATE SKIP..............          9      23219     82.9%  (MISS)
                                                -----     -----   -----
 TOTALS:                                        27994    100.0%  100.0%
```

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Question 2H19C                                   Tape Pos. 154-154
---------------                                  Format: I1

F1T2H19C  HOW FREQ READ SUPPLEMENTARY MATERIALS

Have students read supplementary materials.

                                                           PER-    WGTD
    RESPONSE                         CODES       FREQ      CENT    PCT
   ----------                       --------    -----     -----   -----
VERY RARELY....................          1        653      2.3%   16.0%
1-2 TIMES A MONTH..............          2       1266      4.5%   32.7%
ONCE A WEEK....................          3       1186      4.2%   29.7%
2-3 TIMES PER WEEK.............          4        833      3.0%   19.4%
EVERY DAY......................          5        114       .4%    2.1%
RESERVED CODES:
  MISSING......................          8        723      2.6%  (MISS)
  LEGITIMATE SKIP..............          9      23219     82.9%  (MISS)
                                                -----     -----   -----
 TOTALS:                                        27994    100.0%  100.0%
```

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---------------
Question 2H19D                                   Tape Pos. 155-155
---------------                                  Format: I1

F1T2H19D  HOW FREQ STUDENTS GIVE ORAL REPORTS

Have students give oral reports.

                                                           PER-    WGTD
    RESPONSE                         CODES       FREQ      CENT    PCT
   ----------                       --------    -----     -----   -----
VERY RARELY....................          1       2713      9.7%   66.0%
1-2 TIMES A MONTH..............          2       1103      3.9%   28.3%
ONCE A WEEK....................          3        182       .7%    4.7%
2-3 TIMES PER WEEK.............          4         43       .2%     .9%
EVERY DAY......................          5          8       .0%     .2%
RESERVED CODES:
  MULTIPLE RESPONSE............          6          1       .0%  (MISS)
  MISSING......................          8        725      2.6%  (MISS)
  LEGITIMATE SKIP..............          9      23219     82.9%  (MISS)
                                                -----     -----   -----
 TOTALS:                                        27994    100.0%  100.0%
```

BEST COPY AVAILABLE

Question 2H19E

Tape Pos. 156-156
Format: I1

F1T2H19E HOW FREQ DISCUSS CURRENT S.S. MEDIA

Discuss current magazine articles or books related to social studies.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY RARELY	1	394	1.4%	9.7%
1-2 TIMES A MONTH	2	1178	4.2%	28.6%
ONCE A WEEK	3	1335	4.8%	32.7%
2-3 TIMES PER WEEK	4	869	3.1%	21.0%
EVERY DAY	5	305	1.1%	8.0%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	693	2.5%	(MISS)
LEGITIMATE SKIP	9	23219	82.9%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2H19F

Tape Pos. 157-157
Format: I1

F1T2H19F HOW FREQ WRITE RPTS ON OUTSIDE READING

Require written reports on outside readings.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY RARELY	1	1732	6.2%	45.3%
1-2 TIMES A MONTH	2	1700	6.1%	40.8%
ONCE A WEEK	3	480	1.7%	10.9%
2-3 TIMES PER WEEK	4	114	.4%	2.6%
EVERY DAY	5	26	.1%	.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	721	2.6%	(MISS)
LEGITIMATE SKIP	9	23219	82.9%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2H20

If you teach a U.S. History class, how much emphasis do you give to the following topics?

Question 2H20

Tape Pos. 158-158
Format: I1

F1T2H20 R DOES NOT TEACH U.S. HISTORY

I do not teach U.S. History.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	2450	8.8%	52.7%
DOES NOT APPLY	2	2068	7.4%	47.3%
RESERVED CODES:				
MISSING	8	257	.9%	(MISS)
LEGITIMATE SKIP	9	23219	82.9%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2H20A

Tape Pos. 159-159
Format: I1

F1T2H20A EMPHASIS ON SETTLEMENT/COLONIZATION

Settlement/Colonization.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	319	1.1%	21.8%
A LITTLE	2	376	1.3%	27.3%
MODERATE	3	535	1.9%	37.7%
HEAVY	4	159	.6%	13.2%
RESERVED CODES:				
MULTIPLE RESPONSE	6	5	.0%	(MISS)
MISSING	8	931	3.3%	(MISS)
LEGITIMATE SKIP	9	25669	91.7%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2H20B

Tape Pos. 160-160
Format: I1

F1T2H20B EMPHASIS ON INDEPENDENCE

Independence.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	226	.8%	15.2%
A LITTLE	2	231	.8%	17.2%
MODERATE	3	525	1.9%	37.6%
HEAVY	4	404	1.4%	30.0%
RESERVED CODES:				
MISSING	8	939	3.4%	(MISS)
LEGITIMATE SKIP	9	25669	91.7%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2H20C

Tape Pos. 161-161
Format: I1

F1T2H20C EMPHASIS ON DEVELOPMENT OF DEMOCRACY

Development of democracy.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	119	.4%	8.6%
A LITTLE	2	218	.8%	15.6%
MODERATE	3	577	2.1%	40.2%
HEAVY	4	491	1.8%	35.6%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	917	3.3%	(MISS)
LEGITIMATE SKIP	9	25669	91.7%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2H20D

Tape Pos. 162-162
Format: I1

F1T2H20D EMPHASIS ON CONSTITUTION

Constitution.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	114	.4%	8.1%
A LITTLE	2	200	.7%	14.0%
MODERATE	3	515	1.8%	37.7%
HEAVY	4	578	2.1%	40.2%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	917	3.3%	(MISS)
LEGITIMATE SKIP	9	25669	91.7%	(MISS)
TOTALS:		27994	100.0%	100.0%

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Question 2H20E                                   Tape Pos. 163-163
--------------                                   Format: I1

F1T2H20E  EMPHASIS ON CIVIL WAR

Civil War/Reconstruction.

                                                         PER-   WGTD
   RESPONSE                      CODES        FREQ       CENT   PCT
   ----------                  --------      -----      -----  -----
NONE..........................        1        164        .6%  10.6%
A LITTLE......................        2        138        .5%   9.6%
MODERATE......................        3        521       1.9%  36.3%
HEAVY.........................        4        588       2.1%  43.5%
RESERVED CODES:
  MISSING.....................        8        914       3.3% (MISS)
  LEGITIMATE SKIP.............        9      25669      91.7% (MISS)
                                             -----      -----  -----
 TOTALS:                                     27994     100.0% 100.0%
```

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Question 2H20F                                   Tape Pos. 164-164
--------------                                   Format: I1

F1T2H20F  EMPHASIS ON MANIFEST DESTINY

Manifest Destiny.

                                                         PER-   WGTD
   RESPONSE                      CODES        FREQ       CENT   PCT
   ----------                  --------      -----      -----  -----
NONE..........................        1        111        .4%   8.4%
A LITTLE......................        2        386       1.4%  28.9%
MODERATE......................        3        611       2.2%  41.4%
HEAVY.........................        4        301       1.1%  21.2%
RESERVED CODES:
  MULTIPLE RESPONSE...........        6          1        .0% (MISS)
  MISSING.....................        8        915       3.3% (MISS)
  LEGITIMATE SKIP.............        9      25669      91.7% (MISS)
                                             -----      -----  -----
 TOTALS:                                     27994     100.0% 100.0%
```

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Question 2H20G                                   Tape Pos. 165-165
--------------                                   Format: I1

F1T2H20G  EMPHASIS ON INDUSTRIALISM

Industrialism.

                                                         PER-   WGTD
   RESPONSE                      CODES        FREQ       CENT   PCT
   ----------                  --------      -----      -----  -----
NONE..........................        1         74        .3%   5.0%
A LITTLE......................        2        248        .9%  18.5%
MODERATE......................        3        632       2.3%  45.2%
HEAVY.........................        4        443       1.6%  31.4%
RESERVED CODES:
  MULTIPLE RESPONSE...........        6          3        .0% (MISS)
  MISSING.....................        8        925       3.3% (MISS)
  LEGITIMATE SKIP.............        9      25669      91.7% (MISS)
                                             -----      -----  -----
 TOTALS:                                     27994     100.0% 100.0%
```

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Question 2H20H                                   Tape Pos. 166-166
--------------                                   Format: I1

F1T2H20H  EMPHASIS ON WORLD WAR I

World War I.

                                                         PER-   WGTD
   RESPONSE                      CODES        FREQ       CENT   PCT
   ----------                  --------      -----      -----  -----
NONE..........................        1        126        .5%   8.0%
A LITTLE......................        2        105        .4%   6.4%
MODERATE......................        3        609       2.2%  44.5%
HEAVY.........................        4        550       2.0%  41.1%
RESERVED CODES:
  MISSING.....................        8        935       3.3% (MISS)
  LEGITIMATE SKIP.............        9      25669      91.7% (MISS)
                                             -----      -----  -----
 TOTALS:                                     27994     100.0% 100.0%
```

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Question 2H20I                                   Tape Pos. 167-167
--------------                                   Format: I1

F1T2H20I  EMPHASIS ON DEPRESSION

Depression.

                                                         PER-   WGTD
   RESPONSE                      CODES        FREQ       CENT   PCT
   ----------                  --------      -----      -----  -----
NONE..........................        1        143        .5%   9.2%
A LITTLE......................        2        123        .4%   9.2%
MODERATE......................        3        471       1.7%  34.5%
HEAVY.........................        4        652       2.3%  47.2%
RESERVED CODES:
  MISSING.....................        8        936       3.3% (MISS)
  LEGITIMATE SKIP.............        9      25669      91.7% (MISS)
                                             -----      -----  -----
 TOTALS:                                     27994     100.0% 100.0%
```

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Question 2H20J                                   Tape Pos. 168-168
--------------                                   Format: I1

F1T2H20J  EMPHASIS ON NEW DEAL

New Deal.

                                                         PER-   WGTD
   RESPONSE                      CODES        FREQ       CENT   PCT
   ----------                  --------      -----      -----  -----
NONE..........................        1        148        .5%   9.6%
A LITTLE......................        2        147        .5%  10.7%
MODERATE......................        3        495       1.8%  38.5%
HEAVY.........................        4        588       2.1%  41.2%
RESERVED CODES:
  MISSING.....................        8        947       3.4% (MISS)
  LEGITIMATE SKIP.............        9      25669      91.7% (MISS)
                                             -----      -----  -----
 TOTALS:                                     27994     100.0% 100.0%
```

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Question 2H20K                                   Tape Pos. 169-169
--------------                                   Format: I1

F1T2H20K  EMPHASIS ON WORLD WAR II

World War II.

                                                         PER-   WGTD
   RESPONSE                      CODES        FREQ       CENT   PCT
   ----------                  --------      -----      -----  -----
NONE..........................        1        146        .5%   8.8%
A LITTLE......................        2         72        .3%   4.5%
MODERATE......................        3        411       1.5%  27.9%
HEAVY.........................        4        760       2.7%  58.7%
RESERVED CODES:
  MISSING.....................        8        936       3.3% (MISS)
  LEGITIMATE SKIP.............        9      25669      91.7% (MISS)
                                             -----      -----  -----
 TOTALS:                                     27994     100.0% 100.0%
```

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Question 2H20L                                   Tape Pos. 170-170
--------------                                   Format: I1

F1T2H20L  EMPHASIS ON COLD WAR

Cold War.

                                                         PER-   WGTD
   RESPONSE                      CODES        FREQ       CENT   PCT
   ----------                  --------      -----      -----  -----
NONE..........................        1        143        .5%   9.5%
A LITTLE......................        2        174        .6%  10.8%
MODERATE......................        3        526       1.9%  37.8%
HEAVY.........................        4        537       1.9%  41.9%
RESERVED CODES:
  MISSING.....................        8        945       3.4% (MISS)
  LEGITIMATE SKIP.............        9      25669      91.7% (MISS)
                                             -----      -----  -----
 TOTALS:                                     27994     100.0% 100.0%
```

Question 2H20M

Tape Pos. 171-171
Format: I1

F1T2H20M EMPHASIS ON VIETNAM

Vietnam.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	165	.6%	10.6%
A LITTLE	2	183	.7%	11.3%
MODERATE	3	576	2.1%	41.4%
HEAVY	4	432	1.5%	36.7%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	968	3.5%	(MISS)
LEGITIMATE SKIP	9	25669	91.7%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2H20N

Tape Pos. 172-172
Format: I1

F1T2H20N EMPHASIS ON DETENTE

Detente (Global Democracy)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	149	.5%	12.1%
A LITTLE	2	384	1.4%	26.6%
MODERATE	3	518	1.9%	34.6%
HEAVY	4	295	1.1%	26.6%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	978	3.5%	(MISS)
LEGITIMATE SKIP	9	25669	91.7%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2H21

If you teach a Western Civilization or World History class, how much emphasis do you give to each of the following topics?

Question 2H21

Tape Pos. 173-173
Format: I1

F1T2H21 R DOES NOT TEACH WESTERN CIVILIZATION

I do not teach Western Civilization.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1295	4.6%	29.8%
DOES NOT APPLY	2	3223	11.5%	70.2%
RESERVED CODES:				
MISSING	8	257	.9%	(MISS)
LEGITIMATE SKIP	9	23219	82.9%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2H21A

Tape Pos. 174-174
Format: I1

F1T2H21A EMPHASIS ON ORIGIN OF MAN

Origin of man.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	687	2.5%	23.2%
A LITTLE	2	1216	4.3%	46.4%
MODERATE	3	619	2.2%	25.9%
HEAVY	4	107	.4%	4.5%
RESERVED CODES:				
MISSING	8	851	3.0%	(MISS)
LEGITIMATE SKIP	9	24514	87.6%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2H21B

Tape Pos. 175-175
Format: I1

F1T2H21B EMPHASIS ON PRE-HISTORIC MAN

Pre-historic man.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	593	2.1%	20.5%
A LITTLE	2	1228	4.4%	46.8%
MODERATE	3	728	2.6%	29.4%
HEAVY	4	72	.3%	3.4%
RESERVED CODES:				
MISSING	8	859	3.1%	(MISS)
LEGITIMATE SKIP	9	24514	87.6%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2H21C

Tape Pos. 176-176
Format: I1

F1T2H21C EMPHASIS ON ANCIENT GREECE/ROME

Ancient civilizations of Greece and Rome.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	277	1.0%	10.1%
A LITTLE	2	323	1.2%	11.1%
MODERATE	3	987	3.5%	36.3%
HEAVY	4	1044	3.7%	42.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	846	3.0%	(MISS)
LEGITIMATE SKIP	9	24514	87.6%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2H21D

Tape Pos. 177-177
Format: I1

F1T2H21D EMPHASIS ON MEDIEVAL HISTORY

Medieval history.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	191	.7%	8.5%
A LITTLE	2	247	.9%	9.2%
MODERATE	3	1335	4.8%	46.6%
HEAVY	4	814	2.9%	35.7%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	892	3.2%	(MISS)
LEGITIMATE SKIP	9	24514	87.6%	(MISS)
TOTALS:		27994	100.0%	100.0%

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Question 2H21E

Tape Pos. 178-178
Format: I1

F1T2H21E EMPHASIS ON EARLY MODERN EUROPE

Early modern European history.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	68	.2%	3.3%
A LITTLE	2	175	.6%	7.5%
MODERATE	3	1191	4.3%	44.9%
HEAVY	4	1195	4.3%	44.3%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	850	3.0%	(MISS)
LEGITIMATE SKIP	9	24514	87.6%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2H21F

Tape Pos. 179-179
Format: I1

F1T2H21F EMPHASIS ON NON-WESTERN CIVILIZATION

Non-western civilization.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	137	.5%	4.8%
A LITTLE	2	820	2.9%	30.4%
MODERATE	3	1163	4.2%	45.7%
HEAVY	4	471	1.7%	19.0%
RESERVED CODES:				
MISSING	8	889	3.2%	(MISS)
LEGITIMATE SKIP	9	24514	87.6%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2H21G

Tape Pos. 180-180
Format: I1

F1T2H21G EMPHASIS ON COMPARATIVE CULTURES

Political, economic, religious, and social aspects of comparative cultures.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	64	.2%	2.3%
A LITTLE	2	304	1.1%	10.0%
MODERATE	3	966	3.5%	35.5%
HEAVY	4	1313	4.7%	52.2%
RESERVED CODES:				
MISSING	8	833	3.0%	(MISS)
LEGITIMATE SKIP	9	24514	87.6%	(MISS)
TOTALS:		27994	100.0%	100.0%

PART II - CLASS INFORMATION: MATH

Question 2M19

How much emphasis do you give to each of the following objectives? (MARK ONE ON EACH LINE)

Question 2M19A

Tape Pos. 181-181
Format: I1

F1T2M19A EMPHASIS ON LOGICAL STRUCTURE

Understanding the logical structure of mathematics

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	33	.1%	.6%
A LITTLE	2	603	2.2%	8.0%
MODERATE	3	2618	9.4%	37.3%
HEAVY	4	3941	14.1%	54.0%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	374	1.3%	(MISS)
LEGITIMATE SKIP	9	20423	73.0%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2M19B

Tape Pos. 182-182
Format: I1

F1T2M19B EMPHASIS ON NATURE OF PROOF

Understanding the nature of proof

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	1216	4.3%	17.2%
A LITTLE	2	2024	7.2%	28.5%
MODERATE	3	2304	8.2%	32.1%
HEAVY	4	1659	5.9%	22.2%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	366	1.3%	(MISS)
LEGITIMATE SKIP	9	20423	73.0%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2M19C

Tape Pos. 183-183
Format: I1

F1T2M19C EMPHASIS ON MEMORIZING FACTS

Memorizing facts, rules and steps

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	113	.4%	1.4%
A LITTLE	2	1614	5.8%	21.1%
MODERATE	3	3544	12.7%	49.8%
HEAVY	4	1930	6.9%	27.7%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	368	1.3%	(MISS)
LEGITIMATE SKIP	9	20423	73.0%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2M19D

Tape Pos. 184-184
Format: I1

F1T2M19D EMPHASIS ON INTEREST IN MATH

Becoming interested in mathematics

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	76	.3%	.9%
A LITTLE	2	1175	4.2%	16.6%
MODERATE	3	3557	12.7%	49.3%
HEAVY	4	2397	8.6%	33.2%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	363	1.3%	(MISS)
LEGITIMATE SKIP	9	20423	73.0%	(MISS)
TOTALS:		27994	100.0%	100.0%

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Question 2M19E

Tape Pos. 185-185
Format: I1

F1T2M19E EMPHASIS ON KNOWING FACTS, ETC

Knowing mathematical facts, principles, and algorithms

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	80	.3%	1.2%
A LITTLE	2	719	2.6%	10.7%
MODERATE	3	2981	10.6%	40.7%
HEAVY	4	3446	12.3%	47.3%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	343	1.2%	(MISS)
LEGITIMATE SKIP	9	20423	73.0%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2M19F

Tape Pos. 186-186
Format: I1

F1T2M19F EMPHASIS ON IMPORTANCE OF MATH

Developing an awareness of the importance of mathematics in everyday life

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	49	.2%	.5%
A LITTLE	2	1080	3.9%	14.7%
MODERATE	3	3[illegible]60	11.3%	43.2%
HEAVY	4	2948	10.5%	41.5%
RESERVED CODES:				
MISSING	8	334	1.2%	(MISS)
LEGITIMATE SKIP	9	20423	73.0%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2M19G

Tape Pos. 187-187
Format: I1

F1T2M19G EMPHASIS ON PROBLEM SOLUTION

Thinking about what a problem means and ways it might be solved

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	5	.0%	.1%
A LITTLE	2	395	1.4%	5.4%
MODERATE	3	2366	8.5%	33.5%
HEAVY	4	4467	16.0%	61.0%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	336	1.2%	(MISS)
LEGITIMATE SKIP	9	20423	73.0%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2M19H

Tape Pos. 188-188
Format: I1

F1T2M19H EMPHASIS ON SPEEDY COMPUTATION

Performing computations with speed and accuracy

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	246	.9%	2.9%
A LITTLE	2	1782	6.4%	23.3%
MODERATE	3	3431	12.3%	48.3%
HEAVY	4	1765	6.3%	25.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	344	1.2%	(MISS)
LEGITIMATE SKIP	9	20423	73.0%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2M19I

Tape Pos. 189-189
Format: I1

F1T2M19I EMPHASIS ON MATH IN SCIENCE

Developing an awareness of the importance of mathematics in the basic and applied sciences

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	260	.9%	3.6%
A LITTLE	2	2100	7.5%	28.6%
MODERATE	3	3299	11.8%	45.8%
HEAVY	4	1564	5.6%	22.0%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	346	1.2%	(MISS)
LEGITIMATE SKIP	9	20423	73.0%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2M19J

Tape Pos. 190-190
Format: I1

F1T2M19J EMPHASIS ON MATH CONCEPTS

Understanding mathematical concepts

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	15	.1%	.3%
A LITTLE	2	367	1.3%	5.3%
MODERATE	3	2168	7.7%	31.3%
HEAVY	4	4639	16.6%	63.1%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	380	1.4%	(MISS)
LEGITIMATE SKIP	9	20423	73.0%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2M19K

Tape Pos. 191-191
Format: I1

F1T2M19K EMPHASIS ON MATH IN BUSINESS

Learning about the application of mathematics in business and industry

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	331	1.2%	4.1%
A LITTLE	2	2765	9.9%	36.5%
MODERATE	3	2872	10.3%	40.9%
HEAVY	4	1260	4.5%	18.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	4	.0%	(MISS)
MISSING	8	339	1.2%	(MISS)
LEGITIMATE SKIP	9	20423	73.0%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2M19L

Tape Pos. 192-192
Format: I1

F1T2M19L EMPHASIS ON Q'S ABOUT MATH

Having students talk about or ask questions about math

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	111	.4%	1.3%
A LITTLE	2	1471	5.3%	20.4%
MODERATE	3	2861	10.2%	40.1%
HEAVY	4	2777	9.9%	38.2%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	348	1.2%	(MISS)
LEGITIMATE SKIP	9	20423	73.0%	(MISS)
TOTALS:		27994	100.0%	100.0%

NELS:88 FFU TEACHER QUESTIONNAIRE

Question 2M20

If you teach an Algebra I class, do you teach or review the following topics this semester/term?

Question 2M20

Tape Pos. 193-193
Format: I1

F1T2M20 R DOES NOT TEACH ALGEBRA I

I do not teach Algebra I.

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
APPLIES	1	5260	18.8%	69.6%
DOES NOT APPLY	2	2112	7.5%	30.4%
RESERVED CODES:				
MISSING	8	199	.7%	(MISS)
LEGITIMATE SKIP	9	20423	73.0%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2M20A

Tape Pos. 194-194
Format: I1

F1T2M20A ALGEBRA I: TEACH POS/NEG INTEGERS

Positive and negative integers

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
YES, I TEACH AS NEW CONTENT	1	678	2.4%	40.1%
YES, I REVIEW IT ONLY	2	757	2.7%	44.0%
NO, IT WAS TAUGHT PREVIOUSLY	3	263	.9%	15.3%
NO, IT WILL BE TAUGHT LATER	4	9	.0%	.3%
TOPIC NOT IN SCHOOL CURRICULUM	5	4	.0%	.3%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	597	2.1%	(MISS)
LEGITIMATE SKIP	9	25683	91.7%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2M20B

Tape Pos. 195-195
Format: I1

F1T2M20B ALGEBRA I: TEACH ADD/SUB OF INTEGERS

Addition/Subtraction of integers

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
YES, I TEACH AS NEW CONTENT	1	654	2.3%	38.8%
YES, I REVIEW IT ONLY	2	752	2.7%	44.1%
NO, IT WAS TAUGHT PREVIOUSLY	3	271	1.0%	16.3%
NO, IT WILL BE TAUGHT LATER	4	10	.0%	.4%
TOPIC NOT IN SCHOOL CURRICULUM	5	5	.0%	.4%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	616	2.2%	(MISS)
LEGITIMATE SKIP	9	25683	91.7%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2M20C

Tape Pos. 196-196
Format: I1

F1T2M20C ALGEBRA I: TEACH MULT/DIV OF INTEGERS

Multiplication/Division of integers

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
YES, I TEACH AS NEW CONTENT	1	638	2.3%	38.0%
YES, I REVIEW IT ONLY	2	761	2.7%	45.1%
NO, IT WAS TAUGHT PREVIOUSLY	3	262	.9%	16.0%
NO, IT WILL BE TAUGHT LATER	4	10	.0%	.4%
TOPIC NOT IN SCHOOL CURRICULUM	5	5	.0%	.4%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	632	2.3%	(MISS)
LEGITIMATE SKIP	9	25683	91.7%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2M20D

Tape Pos. 197-197
Format: I1

F1T2M20D ALGEBRA I: TEACH STRUCTURAL PROPERTIES

Structural properties of the set of integers
(e.g., commutative, associative, distributive)

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
YES, I TEACH AS NEW CONTENT	1	766	2.7%	47.1%
YES, I REVIEW IT ONLY	2	649	2.3%	36.2%
NO, IT WAS TAUGHT PREVIOUSLY	3	244	.9%	14.9%
NO, IT WILL BE TAUGHT LATER	4	21	.1%	1.1%
TOPIC NOT IN SCHOOL CURRICULUM	5	10	.0%	.6%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	618	2.2%	(MISS)
LEGITIMATE SKIP	9	25683	91.7%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2M20E

Tape Pos. 198-198
Format: I1

F1T2M20E ALGEBRA I: TEACH ORDER RELATIONS

Order relations in the set of integers

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
YES, I TEACH AS NEW CONTENT	1	800	2.9%	49.8%
YES, I REVIEW IT ONLY	2	624	2.2%	35.2%
NO, IT WAS TAUGHT PREVIOUSLY	3	227	.8%	13.3%
NO, IT WILL BE TAUGHT LATER	4	17	.1%	.9%
TOPIC NOT IN SCHOOL CURRICULUM	5	11	.0%	.7%
RESERVED CODES:				
MISSING	8	632	2.3%	(MISS)
LEGITIMATE SKIP	9	25683	91.7%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2M20F

Tape Pos. 199-199
Format: I1

F1T2M20F ALGEBRA I: TEACH EVALUATING FORMULAE

Evaluating formulae for given values of the variables

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
YES, I TEACH AS NEW CONTENT	1	1128	4.0%	66.6%
YES, I REVIEW IT ONLY	2	402	1.4%	23.7%
NO, IT WAS TAUGHT PREVIOUSLY	3	140	.5%	8.0%
NO, IT WILL BE TAUGHT LATER	4	22	.1%	1.3%
TOPIC NOT IN SCHOOL CURRICULUM	5	6	.0%	.4%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	610	2.2%	(MISS)
LEGITIMATE SKIP	9	25683	91.7%	(MISS)
TOTALS:		27994	100.0%	100.0%

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Question 2M20G                              Tape Pos. 200-200
--------------                              Format: I1

F1T2M20G  ALGEBRA I: TEACH DERIVING FORMULAE

Deriving formulae or equations

                                                    PER-   WGTD
     RESPONSE                  CODES       FREQ    CENT    PCT
    ----------               ---------    -----   -----   -----
YES, I TEACH AS NEW CONTENT...       1     1180    4.2%   71.5%
YES, I  EVIEW IT ONLY.........       2      239     .9%   12.4%
NO, IT WAS TAUGHT PREVIOUSLY..       3       44     .2%    3.0%
NO, IT WILL BE TAUGHT LATER...       4      142     .5%    8.8%
TOPIC NOT IN SCHOOL CURRICULUM       5       64     .2%    4.4%
RESERVED CODES:
  MULTIPLE RESPONSE...........       6        4     .0% (MISS)
  MISSING.....................       8      638    2.3% (MISS)
  LEGITIMATE SKIP.............       9    25683   91.7% (MISS)
                                          -----   -----   -----
 TOTALS:                                  27994  100.0%  100.0%
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Question 2M20H                              Tape Pos. 201-201
--------------                              Format: I1

F1T2M20H  ALGEBRA I: TEACH LITERAL EQUATIONS

Solving literal equations

                                                    PER-   WGTD
     RESPONSE                  CODES       FREQ    CENT    PCT
    ----------               ---------    -----   -----   -----
YES, I TEACH AS NEW CONTENT...       1     1287    4.6%   77.5%
YES, I REVIEW IT ONLY.........       2      235     .8%   13.7%
NO, IT WAS TAUGHT PREVIOUSLY..       3       57     .2%    4.0%
NO, IT WILL BE TAUGHT LATER...       4       44     .2%    2.5%
TOPIC NOT IN SCHOOL CURRICULUM       5       39     .1%    2.2%
RESERVED CODES:
  MULTIPLE RESPONSE...........       6        2     .0% (MISS)
  MISSING.....................       8      647    2.3% (MISS)
  LEGITIMATE SKIP.............       9    25683   91.7% (MISS)
                                          -----   -----   -----
 TOTALS:                                  27994  100.0%  100.0%
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Question 2M20I                              Tape Pos. 202-202
--------------                              Format: I1

F1T2M20I  ALGEBRA I: TEACH LINEAR EQUATIONS

Solving linear equations

                                                    PER-   WGTD
     RESPONSE                  CODES       FREQ    CENT    PCT
    ----------               ---------    -----   -----   -----
YES, I TEACH AS NEW CONTENT...       1     1356    4.8%   80.1%
YES, I REVIEW IT ONLY.........       2      258     .9%   15.0%
NO, IT WAS TAUGHT PREVIOUSLY..       3       55     .2%    3.2%
NO, IT WILL BE TAUGHT LATER...       4       23     .1%    1.3%
TOPIC NOT IN SCHOOL CURRICULUM       5        7     .0%     .5%
RESERVED CODES:
  MULTIPLE RESPONSE...........       6        3     .0% (MISS)
  MISSING.....................       8      609    2.2% (MISS)
  LEGITIMATE SKIP.............       9    25683   91.7% (MISS)
                                          -----   -----   -----
 TOTALS:                                  27994  100.0%  100.0%
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Question 2M20J                              Tape Pos. 203-203
--------------                              Format: I1

F1T2M20J  ALGEBRA I: TEACH WORD PROBLEMS

Word problems

                                                    PER-   WGTD
     RESPONSE                  CODES       FREQ    CENT    PCT
    ----------               ---------    -----   -----   -----
YES, I TEACH AS NEW CONTENT...       1     1424    5.1%   83.9%
YES, I REVIEW IT ONLY.........       2      219     .8%   12.2%
NO, IT WAS TAUGHT PREVIOUSLY..       3       34     .1%    2.5%
NO, IT WILL BE TAUGHT LATER...       4       18     .1%    1.1%
TOPIC NOT IN SCHOOL CURRICULUM       5        5     .0%     .4%
RESERVED CODES:
  MULTIPLE RESPONSE...........       6        7     .0% (MISS)
  MISSING.....................       8      604    2.2% (MISS)
  LEGITIMATE SKIP.............       9    25683   91.7% (MISS)
                                          -----   -----   -----
 TOTALS:                                  27994  100.0%  100.0%
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Question 2M21                               Tape Pos. 204-205
-------------                               Format: I2

F1T2M21   ALGEBRA I: PRIMARY TEXTBOOK

Which of the following textbooks constitutes the primary
source that you use in this Algebra I class?

                                                    PER-   WGTD
     RESPONSE                  CODES       FREQ    CENT    PCT
    ----------               ---------    -----   -----   -----
ALGEBRA I, D.C. HEATH AND CO.,
1987..........................       2       39     .1%    3.2%
ALGEBRA I, MERRILL, 1980......       3      113     .4%    9.7%
HBJ ALGEBRA I, HOLT, RINEHART
AND WINSTON AND HARCOURT BRACE
JOVANOVICH, 1987..............       4      184     .7%   14.4%
ALGEBRA STRUCTURE AND METHOD,
HOUGHTON MIFFLIN, 1983........       5      401    1.4%   32.2%
ELEMENTARY ALGEBRA, HOUGHTON
MIFFLIN, 1983.................       6       36     .1%    3.4%
OTHER TEXTBOOK................       7      496    1.8%   37.1%
RESERVED CODES:
  MULTIPLE RESPONSE...........      96        6     .0% (MISS)
  MISSING.....................      98     1036    3.7% (MISS)
  LEGITIMATE SKIP.............      99    25683   91.7% (MISS)
                                          -----   -----   -----
 TOTALS:                                  27994  100.0%  100.0%
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Question 2M22
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If you teach an Algebra II class, do you teach or review
the following topics this semester/term?
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Question 2M22                               Tape Pos. 206-206
-------------                               Format: I1

F1T2M22   R DOES NOT TEACH ALGEBRA II

I do not teach Algebra II.

                                                    PER-   WGTD
     RESPONSE                  CODES       FREQ    CENT    PCT
    ----------               ---------    -----   -----   -----
APPLIES.......................       1     5134   18.3%   70.5%
DOES NOT APPLY................       2     2238    8.0%   29.5%
RESERVED CODES:
  MISSING.....................       8      199     .7% (MISS)
  LEGITIMATE SKIP.............       9    20423   73.0% (MISS)
                                          -----   -----   -----
 TOTALS:                                  27994  100.0%  100.0%
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Question 2M22A                              Tape Pos. 207-207
--------------                              Format: I1

F1T2M22A  ALGEBRA II: TEACH LOGIC & SETS

Logic, sets and operations on sets

                                                    PER-   WGTD
     RESPONSE                  CODES       FREQ    CENT    PCT
    ----------               ---------    -----   -----   -----
YES, I TEACH AS NEW CONTENT...       1      364    1.3%   24.3%
YES, I REVIEW IT ONLY.........       2      565    2.0%   35.7%
NO, IT WAS TAUGHT PREVIOUSLY..       3      326    1.2%   18.4%
NO, IT WILL BE TAUGHT LATER...       4      131     .5%    7.0%
TOPIC NOT IN SCHOOL CURRICULUM       5      216     .8%   14.7%
RESERVED CODES:
  MULTIPLE RESPONSE...........       6        9     .0% (MISS)
  MISSING.....................       8      826    3.0% (MISS)
  LEGITIMATE SKIP.............       9    25557   91.3% (MISS)
                                          -----   -----   -----
 TOTALS:                                  27994  100.0%  100.0%
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Question 2M22B                                    Tape Pos. 208-208
--------------                                    Format: I1

F1T2M22B  ALGEBRA II: TEACH POLYNOMIAL FUNCTIONS

Topics concerning functions and polynomial functions

                                                                PER-    WGTD
    RESPONSE                          CODES          FREQ      CENT     PCT
   ----------                       ---------       -----     -----    -----
YES, I TEACH AS NEW CONTENT...            1          1369      4.9%    82.4%
YES, I REVIEW IT ONLY.........            2           171       .6%    10.9%
NO, IT WAS TAUGHT PREVIOUSLY..            3            52       .2%     3.0%
NO, IT WILL BE TAUGHT LATER...            4            42       .2%     3.1%
TOPIC NOT IN SCHOOL CURRICULUM            5             9       .0%      .6%
RESERVED CODES:
  MULTIPLE RESPONSE...........            6             2       .0%   (MISS)
  MISSING.....................            8           792      2.8%   (MISS)
  LEGITIMATE SKIP.............            9         25557     91.3%   (MISS)
                                                    -----     -----    -----
 TOTALS:                                            27994    100.0%   100.0%
```

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--------------
Question 2M22C                                    Tape Pos. 209-209
--------------                                    Format: I1

F1T2M22C  ALGEBRA II: TEACH LOGARITHMIC FUNCTIONS

Logarithmic functions

                                                                PER-    WGTD
    RESPONSE                          CODES          FREQ      CENT     PCT
   ----------                       ---------       -----     -----    -----
YES, I TEACH AS NEW CONTENT...            1          1181      4.2%    71.1%
YES, I REVIEW IT ONLY.........            2            20       .1%      .8%
NO, IT WAS TAUGHT PREVIOUSLY..            3             9       .0%      .4%
NO, IT WILL BE TAUGHT LATER...            4           358      1.3%    24.0%
TOPIC NOT IN SCHOOL CURRICULUM            5            65       .2%     3.7%
RESERVED CODES:
  MULTIPLE RESPONSE...........            6             1       .0%   (MISS)
  MISSING.....................            8           803      2.9%   (MISS)
  LEGITIMATE SKIP.............            9         25557     91.3%   (MISS)
                                                    -----     -----    -----
 TOTALS:                                            27994    100.0%   100.0%
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Question 2M22D                                    Tape Pos. 210-210
--------------                                    Format: I1

F1T2M22D  ALGEBRA II: TEACH EXPONENTIAL FUNCTIONS

Exponential functions

                                                                PER-    WGTD
    RESPONSE                          CODES          FREQ      CENT     PCT
   ----------                       ---------       -----     -----    -----
YES, I TEACH AS NEW CONTENT...            1          1301      4.6%    80.5%
YES, I REVIEW IT ONLY.........            2            37       .1%     2.0%
NOT IT WAS TAUGHT PREVIOUSLY..            3            11       .0%      .8%
NO, IT WILL BE TAUGHT LATER...            4           223       .8%    14.5%
TOPIC NOT IN SCHOOL CURRICULUM            5            49       .2%     2.3%
RESERVED CODES:
  MULTIPLE RESPONSE...........            6             1       .0%   (MISS)
  MISSING.....................            8           815      2.9%   (MISS)
  LEGITIMATE SKIP.............            9         25557     91.3%   (MISS)
                                                    -----     -----    -----
 TOTALS:                                            27994    100.0%   100.0%
```

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Question 2M22E                                    Tape Pos. 211-211
--------------                                    Format: I1

F1T2M22E  ALGEBRA II: TEACH COMPLEX NUMBERS

Complex numbers

                                                                PER-    WGTD
    RESPONSE                          CODES          FREQ      CENT     PCT
   ----------                       ---------       -----     -----    -----
YES, I TEACH AS NEW CONTENT...            1          1463      5.2%    88.6%
YES, I REVIEW IT ONLY.........            2            36       .1%     2.8%
NO, IT WAS TAUGHT PREVIOUSLY..            3            54       .2%     3.1%
NO, IT WILL BE TAUGHT LATER...            4            49       .2%     4.3%
TOPIC NOT IN SCHOOL CURRICULUM            5            27       .1%     1.2%
RESERVED CODES:
  MISSING.....................            8           808      2.9%   (MISS)
  LEGITIMATE SKIP.............            9         25557     91.3%   (MISS)
                                                    -----     -----    -----
 TOTALS:                                            27994    100.0%   100.0%
```

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--------------
Question 2M22F                                    Tape Pos. 212-212
--------------                                    Format: I1

F1T2M22F  ALGEBRA II: TEACH COUNTING/PERM & COMB

Counting, permutations and combinations

                                                                PER-    WGTD
    RESPONSE                          CODES          FREQ      CENT     PCT
   ----------                       ---------       -----     -----    -----
YES, I TEACH AS NEW CONTENT...            1           577      2.1%    35.1%
YES, I REVIEW IT ONLY.........            2            38       .1%     2.4%
NO, IT WAS TAUGHT PREVIOUSLY..            3            26       .1%     1.6%
NO, IT WILL BE TAUGHT LATER...            4           719      2.6%    44.1%
TOPIC NOT IN SCHOOL CURRICULUM            5           261       .9%    16.8%
RESERVED CODES:
  MULTIPLE RESPONSE...........            6             5       .0%   (MISS)
  MISSING.....................            8           811      2.9%   (MISS)
  LEGITIMATE SKIP.............            9         25557     91.3%   (MISS)
                                                    -----     -----    -----
 TOTALS:                                            27994    100.0%   100.0%
```

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Question 2M22G                                    Tape Pos. 213-213
--------------                                    Format: I1

F1T2M22G  ALGEBRA II: TEACH PROBABILITY/STATS

Probability/Statistics

                                                                PER-    WGTD
    RESPONSE                          CODES          FREQ      CENT     PCT
   ----------                       ---------       -----     -----    -----
YES, I TEACH AS NEW CONTENT...            1           462      1.7%    28.7%
YES, I REVIEW IT ONLY.........            2            33       .1%     2.8%
NO, IT WAS TAUGHT PREVIOUSLY..            3            37       .1%     2.8%
NO, IT WILL BE TAUGHT LATER...            4           737      2.6%    46.0%
TOPIC NOT IN SCHOOL CURRICULUM            5           331      1.2%    19.7%
RESERVED CODES:
  MULTIPLE RESPONSE...........            6             6       .0%   (MISS)
  MISSING.....................            8           831      3.0%   (MISS)
  LEGITIMATE SKIP.............            9         25557     91.3%   (MISS)
                                                    -----     -----    -----
 TOTALS:                                            27994    100.0%   100.0%
```

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Question 2M22H                                    Tape Pos. 214-214
--------------                                    Format: I1

F1T2M22H  ALGEBRA II: TEACH ELEM. LINEAR ALGEBRA

Elementary linear algebra -- matrices and determinants

                                                                PER-    WGTD
    RESPONSE                          CODES          FREQ      CENT     PCT
   ----------                       ---------       -----     -----    -----
YES, I TEACH AS NEW CONTENT...            1           828      3.0%    53.2%
YES, I REVIEW IT ONLY.........            2            43       .2%     3.0%
NO, IT WAS TAUGHT PREVIOUSLY..            3            91       .3%     5.1%
NO, IT WILL BE TAUGHT LATER...            4           489      1.7%    29.3%
TOPIC NOT IN SCHOOL CURRICULUM            5           176       .6%     9.5%
RESERVED CODES:
  MULTIPLE RESPONSE...........            6             1       .0%   (MISS)
  MISSING.....................            8           809      2.9%   (MISS)
  LEGITIMATE SKIP.............            9         25557     91.3%   (MISS)
                                                    -----     -----    -----
 TOTALS:                                            27994    100.0%   100.0%
```

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Question 2M22I                                    Tape Pos. 215-215
--------------                                    Format: I1

F1T2M22I  ALGEBRA II: TEACH ALGEBRAIC STRUCTURES

Algebraic structures -- groups, rings and fields

                                                                PER-    WGTD
    RESPONSE                          CODES          FREQ      CENT     PCT
   ----------                       ---------       -----     -----    -----
YES, I TEACH AS NEW CONTENT...            1           142       .5%    10.0%
YES, I REVIEW IT ONLY.........            2            20       .1%     1.2%
NO, IT WAS TAUGHT PREVIOUSLY..            3            50       .2%     3.3%
NO, IT WILL BE TAUGHT LATER...            4           498      1.8%    32.8%
TOPIC NOT IN SCHOOL CURRICULUM            5           892      3.2%    52.8%
RESERVED CODES:
  MULTIPLE RESPONSE...........            6             1       .0%   (MISS)
  MISSING.....................            8           834      3.0%   (MISS)
  LEGITIMATE SKIP.............            9         25557     91.3%   (MISS)
                                                    -----     -----    -----
 TOTALS:                                            27994    100.0%   100.0%
```

Question 2M22J

Tape Pos. 216-216
Format: I1

F1T2M22J ALGEBRA II: TEACH WORD PROBLEMS

Word problems

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TEACH AS NEW CONTENT...	1	1262	4.5%	77.2%
YES, I REVIEW IT ONLY.........	2	314	1.1%	18.5%
NO, IT WAS TAUGHT PREVIOUSLY..	3	37	.1%	3.5%
NO, IT WILL BE TAUGHT LATER...	4	1	.0%	.3%
TOPIC NOT IN SCHOOL CURRICULUM	5	10	.0%	.5%
RESERVED CODES:				
MULTIPLE RESPONSE...........	6	9	.0%	(MISS)
MISSING.....................	8	804	2.9%	(MISS)
LEGITIMATE SKIP.............	9	25557	91.3%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2M23

Tape Pos. 217-218
Format: I2

F1T2M23 ALGEBRA II: PRIMARY TEXTBOOK

Which of the following textbooks constitutes the primary source that you use in this Algebra II class?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
ALGEBRA II WITH TRIGONOMETRY, HOLT, 1982....................	2	108	.4%	10.6%
ALGEBRA WITH TRIGONOMETRY, ADDISON WESLEY, 1984.........	3	103	.4%	9.3%
ALGEBRA II AND TRIGONOMETRY, HOUGHTON MIFFLIN, 1986.........	4	423	1.5%	40.2%
ALGEBRA II, SAXON, 1984.......	5	115	.4%	9.5%
HBJ ALGEBRA 2 WITH TRIGONOMETRY, HOLT, RINEHART, WINSTON AND HARCOURT BRACE JOVANOVICH, 1988...............	6	105	.4%	6.5%
OTHER TEXTBOOK................	7	304	1.1%	23.9%
RESERVED CODES:				
MULTIPLE RESPONSE...........	96	9	.0%	(MISS)
MISSING.....................	98	1270	4.5%	(MISS)
LEGITIMATE SKIP.............	99	25557	91.3%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2M24

If you teach a Geometry class, do you teach or review the following topics this semester/term?

Question 2M24

Tape Pos. 219-219
Format: I1

F1T2M24 R DOES NOT TEACH GEOMETRY

I do not teach Geometry.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.......................	1	3964	14.2%	54.3%
DOES NOT APPLY................	2	3408	12.2%	45.7%
RESERVED CODES:				
MISSING.....................	8	199	.7%	(MISS)
LEGITIMATE SKIP.............	9	20423	73.0%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2M24A

Tape Pos. 220-220
Format: I1

F1T2M24A GEOMETRY: TEACH ANGLES

Angles (acute, right, supplementary, etc.)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TEACH AS NEW CONTENT...	1	1673	6.0%	63.5%
YES, I REVIEW IT ONLY.........	2	658	2.4%	22.8%
NO, IT WAS TAUGHT PREVIOUSLY..	3	359	1.3%	13.5%
NO, IT WILL BE TAUGHT LATER...	4	2	.0%	.1%
TOPIC NOT IN SCHOOL CURRICULUM	5	2	.0%	.1%
RESERVED CODES:				
MULTIPLE RESPONSE...........	6	2	.0%	(MISS)
MISSING.....................	8	911	3.3%	(MISS)
LEGITIMATE SKIP.............	9	24387	87.1%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2M24B

Tape Pos. 221-221
Format: I1

F1T2M24B GEOMETRY: TEACH TRANSFORMATIONS

Transformations (translations, rotations, reflections)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TEACH AS NEW CONTENT...	1	1091	3.9%	40.0%
YES, I REVIEW IT ONLY.........	2	120	.4%	4.3%
NO, IT WAS TAUGHT PREVIOUSLY..	3	35	.1%	1.4%
NO, IT WILL BE TAUGHT LATER...	4	689	2.5%	25.6%
TOPIC NOT IN SCHOOL CURRICULUM	5	748	2.7%	28.7%
RESERVED CODES:				
MULTIPLE RESPONSE...........	6	13	.0%	(MISS)
MISSING.....................	8	911	3.3%	(MISS)
LEGITIMATE SKIP.............	9	24387	87.1%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2M24C

Tape Pos. 222-222
Format: I1

F1T2M24C GEOMETRY: TEACH VECTORS

Vectors

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TEACH AS NEW CONTENT...	1	258	.9%	9.7%
YES, I REVIEW IT ONLY.........	2	48	.2%	1.4%
NO, IT WAS TAUGHT PREVIOUSLY..	3	33	.1%	1.3%
NO, IT WILL BE TAUGHT LATER...	4	1334	4.8%	48.9%
TOPIC NOT IN SCHOOL CURRICULUM	5	1003	3.6%	38.7%
RESERVED CODES:				
MULTIPLE RESPONSE...........	6	7	.0%	(MISS)
MISSING.....................	8	924	3.3%	(MISS)
LEGITIMATE SKIP.............	9	24387	87.1%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2M24D

Tape Pos. 223-223
Format: I1

F1T2M24D GEOMETRY: TEACH PYTHAGOREAN THEOREM

The Pythagorean Theorem

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TEACH AS NEW CONTENT...	1	2248	8.0%	84.3%
YES, I REVIEW IT ONLY.........	2	333	1.2%	11.5%
NO, IT WAS TAUGHT PREVIOUSLY..	3	67	.2%	2.5%
NO, IT WILL BE TAUGHT LATER...	4	42	.2%	1.6%
TOPIC NOT IN SCHOOL CURRICULUM	5	2	.0%	.1%
RESERVED CODES:				
MULTIPLE RESPONSE...........	6	15	.1%	(MISS)
MISSING.....................	8	900	3.2%	(MISS)
LEGITIMATE SKIP.............	9	24387	87.1%	(MISS)
TOTALS:		27994	100.0%	100.0%

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Question 2M24E

Tape Pos. 224-224
Format: I1

F1T2M24E GEOMETRY: TEACH TRIANGLES

Triangles and their properties (excluding congruent triangles)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TEACH AS NEW CONTENT...	1	2046	7.3%	77.1%
YES, I REVIEW IT ONLY..........	2	375	1.3%	12.7%
NO, IT WAS TAUGHT PREVIOUSLY..	3	245	.9%	8.9%
NO, IT WILL BE TAUGHT LATER...	4	23	.1%	1.0%
TOPIC NOT IN SCHOOL CURRICULUM	5	5	.0%	.3%
RESERVED CODES:				
MULTIPLE RESPONSE...........	6	12	.0%	(MISS)
MISSING.....................	8	901	3.2%	(MISS)
LEGITIMATE SKIP.............	9	24387	87.1%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2M24F

Tape Pos. 225-225
Format: I1

F1T2M24F GEOMETRY: TEACH POLYGONS

Polygons and their properties (excluding properties related to congruent or similar polygons)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TEACH AS NEW CONTENT...	1	2256	8.1%	84.6%
YES, I REVIEW IT ONLY..........	2	223	.8%	7.2%
NO, IT WAS TAUGHT PREVIOUSLY..	3	194	.7%	7.1%
NO, IT WILL BE TAUGHT LATER...	4	22	.1%	.8%
TOPIC NOT IN SCHOOL CURRICULUM	5	7	.0%	.3%
RESERVED CODES:				
MULTIPLE RESPONSE...........	6	11	.0%	(MISS)
MISSING.....................	8	894	3.2%	(MISS)
LEGITIMATE SKIP.............	9	24387	87.1%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2M24G

Tape Pos. 226-226
Format: I1

F1T2M24G GEOMETRY: TEACH CIRCLES

Circles and their properties

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TEACH AS NEW CONTENT...	1	2459	8.8%	92.4%
YES, I REVIEW IT ONLY..........	2	65	.2%	2.2%
NO, IT WAS TAUGHT PREVIOUSLY..	3	11	.0%	.4%
NO, IT WILL BE TAUGHT LATER...	4	142	.5%	4.0%
TOPIC NOT IN SCHOOL CURRICULUM	5	24	.1%	1.0%
RESERVED CODES:				
MULTIPLE RESPONSE...........	6	5	.0%	(MISS)
MISSING.....................	8	901	3.2%	(MISS)
LEGITIMATE SKIP.............	9	24387	87.1%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2M24H

Tape Pos. 227-227
Format: I1

F1T2M24H GEOMETRY: TEACH CONGRUENCE OF FIGURES

Congruence of geometric figures (including congruent triangles)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TEACH AS NEW CONTENT...	1	1997	7.1%	75.1%
YES, I REVIEW IT ONLY..........	2	328	1.2%	10.9%
NO, IT WAS TAUGHT PREVIOUSLY..	3	363	1.3%	13.2%
NO, IT WILL BE TAUGHT LATER...	4	13	.0%	.5%
TOPIC NOT IN SCHOOL CURRICULUM	5	5	.0%	.3%
RESERVED CODES:				
MULTIPLE RESPONSE...........	6	1	.0%	(MISS)
MISSING.....................	8	900	3.2%	(MISS)
LEGITIMATE SKIP.............	9	24387	87.1%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2M24I

Tape Pos. 228-228
Format: I1

F1T2M24I GEOMETRY: TEACH SIMILARITY OF FIGURES

Similarity of geometric figures (including similar triangles)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TEACH AS NEW CONTENT...	1	2267	8.1%	85.1%
YES, I REVIEW IT ONLY..........	2	199	.7%	6.4%
NO, IT WAS TAUGHT PREVIOUSLY..	3	159	.6%	5.9%
NO, IT WILL BE TAUGHT LATER...	4	71	.3%	2.3%
TOPIC NOT IN SCHOOL CURRICULUM	5	5	.0%	.3%
RESERVED CODES:				
MULTIPLE RESPONSE...........	6	8	.0%	(MISS)
MISSING.....................	8	898	3.2%	(MISS)
LEGITIMATE SKIP.............	9	24387	87.1%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2M24J

Tape Pos. 229-229
Format: I1

F1T2M24J GEOMETRY: TEACH PARALLEL LINES

Parallel lines

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TEACH AS NEW CONTENT...	1	1841	6.6%	70.1%
YES, I REVIEW IT ONLY..........	2	478	1.7%	15.7%
NO, IT WAS TAUGHT PREVIOUSLY..	3	359	1.3%	13.4%
NO, IT WILL BE TAUGHT LATER...	4	9	.0%	.3%
TOPIC NOT IN SCHOOL CURRICULUM	5	12	.0%	.5%
RESERVED CODES:				
MULTIPLE RESPONSE...........	6	10	.0%	(MISS)
MISSING.....................	8	898	3.2%	(MISS)
LEGITIMATE SKIP.............	9	24387	87.1%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2M24K

Tape Pos. 230-230
Format: I1

F1T2M24K GEOMETRY: TEACH SPATIAL RELATIONS

Spatial relations

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TEACH AS NEW CONTENT...	1	1608	5.7%	61.1%
YES, I REVIEW IT ONLY..........	2	240	.9%	8.5%
NO, IT WAS TAUGHT PREVIOUSLY..	3	79	.3%	3.3%
NO, IT WILL BE TAUGHT LATER...	4	312	1.1%	13.1%
TOPIC NOT IN SCHOOL CURRICULUM	5	410	1.5%	14.1%
RESERVED CODES:				
MULTIPLE RESPONSE...........	6	1	.0%	(MISS)
MISSING.....................	8	957	3.4%	(MISS)
LEGITIMATE SKIP.............	9	24387	87.1%	(MISS)
TOTALS:		27994	100.0%	100.0%

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Question 2M24L

Tape Pos. 231-231
Format: I1

F1T2M24L GEOMETRY: TEACH GEOMETRIC SOLIDS

Geometric solids and their properties

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TEACH AS NEW CONTENT...	1	2118	7.6%	79.3%
YES, I REVIEW IT ONLY.........	2	78	.3%	2.8%
NO, IT WAS TAUGHT PREVIOUSLY..	3	26	.1%	.7%
NO, IT WILL BE TAUGHT LATER...	4	235	.8%	9.1%
TOPIC NOT IN SCHOOL CURRICULUM	5	227	.8%	8.1%
RESERVED CODES:				
MULTIPLE RESPONSE...........	6	1	.0%	(MISS)
MISSING.....................	8	922	3.3%	(MISS)
LEGITIMATE SKIP.............	9	24387	87.1%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2M24M

Tape Pos. 232-232
Format: I1

F1T2M24M GEOMETRY: TEACH GEOMETRIC CONSTRUCTIONS

Geometric constructions with ruler and compass

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TEACH AS NEW CONTENT...	1	2021	7.2%	74.2%
YES, I REVIEW IT ONLY.........	2	176	.6%	7.1%
NO, IT WAS TAUGHT PREVIOUSLY..	3	169	.6%	6.1%
NO, IT WILL BE TAUGHT LATER...	4	152	.5%	5.7%
TOPIC NOT IN SCHOOL CURRICULUM	5	167	.6%	6.9%
RESERVED CODES:				
MULTIPLE RESPONSE...........	6	9	.0%	(MISS)
MISSING.....................	8	913	3.3%	(MISS)
LEGITIMATE SKIP.............	9	24387	87.1%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2M24N

Tape Pos. 233-233
Format: I1

F1T2M24N GEOMETRY: TEACH PROOFS

Proofs (formal deductive demonstrations)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TEACH AS NEW CONTENT...	1	1922	6.9%	72.2%
YES, I REVIEW IT ONLY.........	2	362	1.3%	12.4%
NO, IT WAS TAUGHT PREVIOUSLY..	3	321	1.1%	11.5%
NO, IT WILL BE TAUGHT LATER...	4	43	.2%	1.3%
TOPIC NOT IN SCHOOL CURRICULUM	5	48	.2%	2.7%
RESERVED CODES:				
MULTIPLE RESPONSE...........	6	4	.0%	(MISS)
MISSING.....................	8	907	3.2%	(MISS)
LEGITIMATE SKIP.............	9	24387	87.1%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2M24O

Tape Pos. 234-234
Format: I1

F1T2M24O GEOMETRY: TEACH COORDINATE GEOMETRY

Coordinate geometry

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TEACH AS NEW CONTENT...	1	1941	6.9%	71.9%
YES, I REVIEW IT ONLY.........	2	202	.7%	6.0%
NO, IT WAS TAUGHT PREVIOUSLY..	3	33	.1%	1.4%
NO, IT WILL BE TAUGHT LATER...	4	380	1.4%	14.5%
TOPIC NOT IN SCHOOL CURRICULUM	5	145	.5%	6.2%
RESERVED CODES:				
MULTIPLE RESPONSE...........	6	2	.0%	(MISS)
MISSING.....................	8	904	3.2%	(MISS)
LEGITIMATE SKIP.............	9	24387	87.1%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2M25

Tape Pos. 235-236
Format: I2

F1T2M25 GEOMETRY: PRIMARY TEXTBOOK

Which of the following textbooks constitutes the primary source that you use in this Geometry class?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
GEOMETRY, ADDISON-WESLEY, 1984..........................	2	108	.4%	5.0%
GEOMETRY, MERRILL, 1980.......	3	202	.7%	10.2%
GEOMETRY, MCDOUGAL, LITTELL & CO., 1984................	4	153	.5%	7.4%
GEOMETRY, HOUGHTON MIFFLIN, 1985..........................	5	818	2.9%	39.1%
HBJ GEOMETRY, MARCOURT BRACE JOVANOVICH, 1984........	6	195	.7%	8.8%
OTHER TEXTBOOK................	7	584	2.1%	29.5%
RESERVED CODES:				
MULTIPLE RESPONSE...........	96	14	.1%	(MISS)
MISSING.....................	98	1533	5.5%	(MISS)
LEGITIMATE SKIP.............	99	24387	87.1%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2M26

Please answer the following questions for the most recent period you taught the mathematics class described in Column 1 of Questions 1-25. Do not be concerned if this period is not typical of instruction in this class. If you gave a test during the most recent period, answer for the next most recent period. (ENTER '00' IF NO TIME WAS SPENT ON AN ACTIVITY.)

Question 2M26A

Tape Pos. 237-238
Format: I2

F1T2M26 MINUTES ALLOCATED FOR MOST RECENT CLASS

How many minutes were allocated for that mathematics period?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
2 TO 95.......................	1	4031	14.4%	100.0%
RESERVED CODES:				
MISSING.....................	98	357	1.3%	(MISS)
LEGITIMATE SKIP.............	99	23606	84.3%	(MISS)
TOTALS:		27994	100.0%	100.0%

Of these, how many minutes were spent on the following?

Question 2M26B

Tape Pos. 239-240
Format: I2

F1T2M26B MINS TEACHER WORKED WITH ENTIRE CLASS

The teacher working with the entire class as a group (e.g., lecture, etc.)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 TO 95.......................	1	4028	14.4%	100.0%
RESERVED CODES:				
MULTIPLE RESPONSE...........	96	1	.0%	(MISS)
MISSING.....................	98	359	1.3%	(MISS)
LEGITIMATE SKIP.............	99	23606	84.3%	(MISS)
TOTALS:		27994	100.0%	100.0%

NELS:88 FFU TEACHER QUESTIONNAIRE

Question 2M26C

Tape Pos. 241-242
Format: I2

F1T2M26C MINS TEACHER WORKED WITH SMALL GROUPS

The teacher working with small groups of students

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 TO 95	1	3793	13.5%	100.0%
RESERVED CODES:				
MISSING	98	595	2.1%	(MISS)
LEGITIMATE SKIP	99	23606	84.3%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2M26D

Tape Pos. 243-244
Format: I2

F1T2M26D MINUTES STUDENTS WORKED INDIVIDUALLY

Students working on individual activities (e.g., seat work)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 TO 95	1	3884	13.9%	100.0%
RESERVED CODES:				
MISSING	98	504	1.8%	(MISS)
LEGITIMATE SKIP	99	23606	84.3%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2M26E

Tape Pos. 245-246
Format: I2

F1T2M26E MINS STUDENTS WORKED IN SMALL GROUPS

Students working together in small groups

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 TO 95	1	3763	13.4%	100.0%
RESERVED CODES:				
MISSING	98	625	2.2%	(MISS)
LEGITIMATE SKIP	99	23606	84.3%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2M26F

Tape Pos. 247-248
Format: I2

F1T2M26F MINS. ON NON-INSTRUCTIONAL ACTIVITIES

Routines, administrative tasks, and other non-instructional activities

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 TO 60	1	3979	14.2%	100.0%
RESERVED CODES:				
MULTIPLE RESPONSE	96	1	.0%	(MISS)
MISSING	98	408	1.5%	(MISS)
LEGITIMATE SKIP	99	23606	84.3%	(MISS)
TOTALS:		27994	100.0%	100.0%

PLEASE VERIFY THAT THE TOTAL NUMBER OF MINUTES ENTERED FOR 26B-26F EQUALS THE NUMBER OF MINUTES ENTERED IN 26A.

Question 2M27

Indicate the activities that took place during the class described in Quesiton 26. (MARK ALL THAT APPLY)

Question 2M27A

Tape Pos. 249-249
Format: I1

F1T2M27A LECTURE TOOK PLACE IN MOST RECENT CLASS

Lecture

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	3678	13.1%	90.4%
NO	2	345	1.2%	9.6%
RESERVED CODES:				
MISSING	8	365	1.3%	(MISS)
LEGITIMATE SKIP	9	23606	84.3%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2M27B

Tape Pos. 250-250
Format: I1

F1T2M27B DISCUSSION TOOK PLACE MOST RECENT CLASS

Discussion

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	3522	12.6%	87.3%
NO	2	501	1.8%	12.7%
RESERVED CODES:				
MISSING	8	365	1.3%	(MISS)
LEGITIMATE SKIP	9	23606	84.3%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2M27C

Tape Pos. 251-251
Format: I1

F1T2M27C TEST/QUIZ TOOK PLACE MOST RECENT CLASS

Test or quiz

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	690	2.5%	18.2%
NO	2	3333	11.9%	81.8%
RESERVED CODES:				
MISSING	8	365	1.3%	(MISS)
LEGITIMATE SKIP	9	23606	84.3%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2M27D

Tape Pos. 252-252
Format: I1

F1T2M27D CALCULATORS USED IN MOST RECENT CLASS

Students using calculators

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1850	6.6%	42.9%
NO	2	2173	7.8%	57.1%
RESERVED CODES:				
MISSING	8	365	1.3%	(MISS)
LEGITIMATE SKIP	9	23606	84.3%	(MISS)
TOTALS:		27994	100.0%	100.0%

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Question 2M27E

Tape Pos. 253-253
Format: I1

F1T2M27E COMPUTER USED IN MOST RECENT CLASS

Students using computers

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	131	.5%	3.3%
NO	2	3892	13.9%	96.7%
RESERVED CODES:				
MISSING	8	365	1.3%	(MISS)
LEGITIMATE SKIP	9	23606	84.3%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2M27F

Tape Pos. 254-254
Format: I1

F1T2M27F HANDS-ON MAT'L USED IN MOST RECENT CLASS

Students using hands-on or manipulative materials/handouts

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	996	3.6%	26.3%
NO	2	3027	10.8%	73.7%
RESERVED CODES:				
MISSING	8	365	1.3%	(MISS)
LEGITIMATE SKIP	9	23606	84.3%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2M27G

Tape Pos. 255-255
Format: I1

F1T2M27G TEXTBOOK SEATWORK IN MOST RECENT CLASS

Students doing seatwork assigned from textbook

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	3087	11.0%	77.7%
NO	2	936	3.3%	22.3%
RESERVED CODES:				
MISSING	8	365	1.3%	(MISS)
LEGITIMATE SKIP	9	23606	84.3%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2M27H

Tape Pos. 256-256
Format: I1

F1T2M27H WORKSHEETS COMPLETED MOST RECENT CLASS

Students completing supplemental worksheets

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1297	4.6%	31.6%
NO	2	2726	9.7%	68.4%
RESERVED CODES:				
MISSING	8	365	1.3%	(MISS)
LEGITIMATE SKIP	9	23606	84.3%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2M27I

Tape Pos. 257-257
Format: I1

F1T2M27I HOMEWORK ASSIGNED IN MOST RECENT CLASS

Assigning homework

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	3244	11.6%	81.0%
NO	2	779	2.8%	19.0%
RESERVED CODES:				
MISSING	8	365	1.3%	(MISS)
LEGITIMATE SKIP	9	23606	84.3%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2M28

Which one of the following skills or instructional techniques/practices would you emphasize most for each of the student ability levels listed below?
(MARK ONE TECHNIQUE/PRACTICE FOR EACH OF THE ABILITY LEVELS LISTED.)

Question 2M28A

Tape Pos. 258-258
Format: I1

F1T2M28A TECHNIQUE FOR LOW ABILITY STUDENTS

Low ability students

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
BASIC COMPUTATION SKILLS	1	2425	8.7%	50.4%
KNOWING MATHEMATICAL FACTS, RULES, STEPS	2	614	2.2%	11.3%
PROBLEM SOLVING	3	539	1.9%	10.5%
HELPING STUDENTS UNDERSTAND CONCEPTS	4	684	2.4%	13.0%
MAKING MATH CLASS FUN FOR STUDENTS	5	756	2.7%	14.9%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1706	6.1%	(MISS)
MISSING	8	847	3.0%	(MISS)
LEGITIMATE SKIP	9	20423	73.0%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2M28B

Tape Pos. 259-259
Format: I1

F1T2M28B TECHNIQUE FOR AVERAGE ABILITY STUDENTS

Average ability students

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
BASIC COMPUTATION SKILLS	1	163	.6%	3.9%
KNOWING MATHEMATICAL FACTS, RULES, STEPS	2	1219	4.4%	25.5%
PROBLEM SOLVING	3	1633	5.8%	33.8%
HELPING STUDENTS UNDERSTAND CONCEPTS	4	1733	6.2%	33.3%
MAKING MATH CLASS FUN FOR STUDENTS	5	162	.6%	3.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2012	7.2%	(MISS)
MISSING	8	649	2.3%	(MISS)
LEGITIMATE SKIP	9	20423	73.0%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2M28C

Tape Pos. 260-260
Format: I1

F1T2M28C TECHNIQUE FOR HIGH ABILITY STUDENTS

High ability students

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
BASIC COMPUTATION SKILLS	1	60	.2%	1.4%
KNOWING MATHEMATICAL FACTS, RULES, STEPS	2	133	.5%	2.7%
PROBLEM SOLVING	3	3062	10.9%	58.0%
HELPING STUDENTS UNDERSTAND CONCEPTS	4	1844	6.6%	34.8%
MAKING MATH CLASS FUN FOR STUDENTS	5	145	.5%	3.1%
RESERVED CODES:				
MULTIPLE RESPONSE	6	958	3.4%	(MISS)
MISSING	8	1369	4.9%	(MISS)
LEGITIMATE SKIP	9	20423	73.0%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2M29

Tape Pos. 261-262
Format: I2

F1T2M29 WORD PROBLEM: RELATIONSHIP OF M&Ms

Your students have been learning how to write math statements expressing proportions. Last night you assigned the following:

> A one pound bag contains 50 percent more tan M&Ms than green ones. Write a mathematical statement that represents the relationship between tan (t) and green (g) M&Ms, using t and g to stand for the number of tan and green M&Ms.

Here are some responses you get from the students:

Kelly - 1.5t = g
Lee - .50t = g
Pat - .5g = t
Sandy - g + 1/2g = t

Which of the students has represented the relationship best? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
ALL OF THEM	1	78	.3%	1.2%
KELLY	2	427	1.5%	6.5%
LEE	3	471	1.7%	7.1%
PAT	4	108	.4%	1.7%
SANDY	5	5312	19.0%	78.1%
NONE OF THEM	6	316	1.1%	4.2%
DON'T KNOW	7	86	.3%	1.3%
RESERVED CODES:				
MULTIPLE RESPONSE	96	53	.2%	(MISS)
MISSING	98	720	2.6%	(MISS)
LEGITIMATE SKIP	99	20423	73.0%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2M30

Many teachers want students to understand the 'whys' of math, rather than simply memorizing rules or principles. Sometimes this can be hard. For each item below, indicate what you think by marking one of the numeric codes. (MARK ONE ON EACH LINE)

Question 2M30A

Tape Pos. 263-263
Format: I1

F1T2M30A MULTIPLYING NEGATIVES GET POSITIVE

When you multiply two negatives together, you always get a positive

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
IT IS ALWAYS POSSIBLE TO EXPLAIN WHY	1	4778	17.1%	67.6%
IT IS JUST "ONE OF THOSE THINGS" IN MATHEMATICS THAT YOU HAVE TO REMEMBER	2	2076	7.4%	29.9%
I'M NOT SURE	3	160	.6%	2.6%
RESERVED CODES:				
MULTIPLE RESPONSE	6	16	.1%	(MISS)
MISSING	8	541	1.9%	(MISS)
LEGITIMATE SKIP	9	20423	73.0%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2M30B

Tape Pos. 264-264
Format: I1

F1T2M30B SLOPE OF VERTICAL LINE IS UNDEFINED

The slope of a vertical line is undefined

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
IT IS ALWAYS POSSIBLE TO EXPLAIN WHY	1	6594	23.6%	93.3%
IT IS JUST "ONE OF THOSE THINGS" IN MATHEMATICS THAT YOU HAVE TO REMEMBER	2	270	1.0%	4.5%
I'M NOT SURE	3	133	.5%	2.3%
RESERVED CODES:				
MULTIPLE RESPONSE	6	17	.1%	(MISS)
MISSING	8	557	2.0%	(MISS)
LEGITIMATE SKIP	9	20423	73.0%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2M30C

Tape Pos. 265-265
Format: I1

F1T2M30C ANY NONZERO NUMBER TO ZERO POWER IS 1

Any nonzero number to the zero power is 1. ($X^0 = 1$)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
IT IS ALWAYS POSSIBLE TO EXPLAIN WHY	1	5596	20.0%	79.1%
IT IS JUST "ONE OF THOSE THINGS" IN MATHEMATICS THAT YOU HAVE TO REMEMBER	2	1241	4.4%	18.2%
I'M NOT SURE	3	172	.6%	2.7%
RESERVED CODES:				
MULTIPLE RESPONSE	6	14	.1%	(MISS)
MISSING	8	548	2.0%	(MISS)
LEGITIMATE SKIP	9	20423	73.0%	(MISS)
TOTALS:		27994	100.0%	100.0%

PART II. CLASS INFORMATION: SCIENCE

Question 2S19

In your science class, how much emphasis do you give to the following objectives? (MARK ONE ON EACH LINE)

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Question 2S19A

Tape Pos. 266-266
Format: I1

F1T2S19A EMPHASIS ON INTEREST IN SCIENCE

Increase students' interest in science

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
A LITTLE	2	284	1.0%	4.9%
MODERATE	3	2600	9.3%	44.9%
HEAVY	4	3131	11.2%	50.3%
RESERVED CODES:				
MISSING	8	377	1.3%	(MISS)
LEGITIMATE SKIP	9	21602	77.2%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2S19B

Tape Pos. 267-267
Format: I1

F1T2S19B EMPHASIS ON SCIENTIFIC FACTS

Teach scientific facts and principles

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	5	.0%	.1%
A LITTLE	2	132	.5%	2.4%
MODERATE	3	1984	7.1%	32.7%
HEAVY	4	3892	13.9%	64.8%
RESERVED CODES:				
MISSING	8	379	1.4%	(MISS)
LEGITIMATE SKIP	9	21602	77.2%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2S19C

Tape Pos. 268-268
Format: I1

F1T2S19C EMPHASIS ON SCIENTIFIC METHODS

Teach scientific methods

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	15	.1%	.2%
A LITTLE	2	735	2.6%	13.0%
MODERATE	3	2645	9.4%	42.1%
HEAVY	4	2615	9.3%	44.6%
RESERVED CODES:				
MISSING	8	382	1.4%	(MISS)
LEGITIMATE SKIP	9	21602	77.2%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2S19D

Tape Pos. 269-269
Format: I1

F1T2S19D EMPHASIS ON FURTHER STUDY

Prepare students for further study in science

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	47	.2%	.9%
A LITTLE	2	760	2.7%	13.2%
MODERATE	3	2723	9.7%	46.2%
HEAVY	4	2476	8.8%	39.8%
RESERVED CODES:				
MISSING	8	386	1.4%	(MISS)
LEGITIMATE SKIP	9	21602	77.2%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2S19E

Tape Pos. 270-270
Format: I1

F1T2S19E EMPHASIS ON PROBLEM SOLVING

Develop problem solving/inquiry skills

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	27	.1%	.4%
A LITTLE	2	788	2.8%	13.5%
MODERATE	3	2579	9.2%	43.4%
HEAVY	4	2602	9.3%	42.7%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	395	1.4%	(MISS)
LEGITIMATE SKIP	9	21602	77.2%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2S19F

Tape Pos. 271-271
Format: I1

F1T2S19F EMPHASIS ON LAB TECHNIQUES

Develop skills in lab techniques

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	180	.6%	3.1%
A LITTLE	2	1110	4.0%	18.9%
MODERATE	3	2840	10.1%	47.1%
HEAVY	4	1872	6.7%	31.0%
RESERVED CODES:				
MISSING	8	390	1.4%	(MISS)
LEGITIMATE SKIP	9	21602	77.2%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2S19G

Tape Pos. 272-272
Format: I1

F1T2S19G EMPHASIS OF SCIENCE IN LIFE

Increase awareness of the importance of science in daily life

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	2	.0%	.0%
A LITTLE	2	484	1.7%	7.0%
MODERATE	3	2202	7.9%	37.6%
HEAVY	4	3332	11.9%	55.4%
RESERVED CODES:				
MISSING	8	372	1.3%	(MISS)
LEGITIMATE SKIP	9	21602	77.2%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2S19H

Tape Pos. 273-273
Format: I1

F1T2S19H EMPHASIS ON OBSERVATION SKILLS

Develop systematic observation skills

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	62	.2%	.9%
A LITTLE	2	1061	3.8%	18.1%
MODERATE	3	2887	10.3%	47.6%
HEAVY	4	1973	7.0%	33.4%
RESERVED CODES:				
MISSING	8	409	1.5%	(MISS)
LEGITIMATE SKIP	9	21602	77.2%	(MISS)
TOTALS:		27994	100.0%	100.0%

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Question 2S19I                                 Tape Pos. 274-274
---------------                                Format: I1

F1T2S19I  EMPHASIS ON APPLICATION TO SCI. TO ENVIR

Learning about applications of science to environmental
issues

                                                        PER-    WGTD
     RESPONSE                     CODES        FREQ     CENT    PCT
    ----------                   --------     -----    -----   -----
NONE..........................           1       25      .1%     .5%
A LITTLE......................           2     1056     3.8%   17.4%
MODERATE......................           3     2698     9.6%   44.5%
HEAVY.........................           4     2219     7.9%   37.6%
RESERVED CODES:
  MULTIPLE RESPONSE...........           6        2      .0%  (MISS)
  MISSING.....................           8      392     1.4%  (MISS)
  LEGITIMATE SKIP.............           9    21602    77.2%  (MISS)
                                              -----    -----   -----
 TOTALS:                                      27994   100.0%  100.0%
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Question 2S19J                                 Tape Pos. 275-275
---------------                                Format: I1

F1T2S19J  EMPHASIS ON SCIENTIFIC WRITING

Develop scientific writing skills

                                                        PER-    WGTD
     RESPONSE                     CODES        FREQ     CENT    PCT
    ----------                   --------     -----    -----   -----
NONE..........................           1      543     1.9%    9.2%
A LITTLE......................           2     2657     9.5%   44.5%
MODERATE......................           3     2087     7.5%   34.6%
HEAVY.........................           4      712     2.5%   11.7%
RESERVED CODES:
  MULTIPLE RESPONSE...........           6        2      .0%  (MISS)
  MISSING.....................           8      391     1.4%  (MISS)
  LEGITIMATE SKIP.............           9    21602    77.2%  (MISS)
                                              -----    -----   -----
 TOTALS:                                      27994   100.0%  100.0%
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Question 2S20
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How often do you do each of the following activities in this
class? (MARK ONE ON EACH LINE)
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Question 2S20A                                 Tape Pos. 276-276
---------------                                Format: I1

F1T2S20A  HOW OFTEN GO ON FIELD TRIPS

Go on field trips

                                                        PER-    WGTD
     RESPONSE                     CODES        FREQ     CENT    PCT
    ----------                   --------     -----    -----   -----
VERY RARELY...................           1     5754    20.6%   96.6%
1-2 TIMES A MONTH.............           2      159      .6%    3.3%
ONCE A WEEK...................           3        3      .0%     .0%
RESERVED CODES:
  MISSING.....................           8      476     1.7%  (MISS)
  LEGITIMATE SKIP.............           9    21602    77.2%  (MISS)
                                              -----    -----   -----
 TOTALS:                                      27994   100.0%  100.0%
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Question 2S20B                                 Tape Pos. 277-277
---------------                                Format: I1

F1T2S20B  HOW OFTEN SHOW FILMS

Show films, filmstrips, or videotapes

                                                        PER-    WGTD
     RESPONSE                     CODES        FREQ     CENT    PCT
    ----------                   --------     -----    -----   -----
VERY RARELY...................           1     1202     4.3%   20.1%
1-2 TIMES A MONTH.............           2     2860    10.2%   48.5%
ONCE A WEEK...................           3     1566     5.6%   26.5%
2-3 TIMES PER WEEK............           4      309     1.1%    4.6%
EVERY DAY.....................           5        6      .0%     .2%
RESERVED CODES:
  MULTIPLE RESPONSE...........           6        1      .0%  (MISS)
  MISSING.....................           8      448     1.6%  (MISS)
  LEGITIMATE SKIP.............           9    21602    77.2%  (MISS)
                                              -----    -----   -----
 TOTALS:                                      27994   100.0%  100.0%
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Question 2S20C                                 Tape Pos. 278-278
---------------                                Format: I1

F1T2S20C  HOW OFTEN ARE EXPERIMENTS DONE

Have students do an experiment or systematic observation
in class

                                                        PER-    WGTD
     RESPONSE                     CODES        FREQ     CENT    PCT
    ----------                   --------     -----    -----   -----
VERY RARELY...................           1      585     2.1%   10.1%
1-2 TIMES A MONTH.............           2     1409     5.0%   24.8%
ONCE A WEEK...................           3     2689     9.6%   43.7%
2-3 TIMES PER WEEK............           4     1185     4.2%   20.7%
EVERY DAY.....................           5       44      .2%     .8%
RESERVED CODES:
  MULTIPLE RESPONSE...........           6        1      .0%  (MISS)
  MISSING.....................           8      479     1.7%  (MISS)
  LEGITIMATE SKIP.............           9    21602    77.2%  (MISS)
                                              -----    -----   -----
 TOTALS:                                      27994   100.0%  100.0%
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Question 2S20D                                 Tape Pos. 279-279
---------------                                Format: I1

F1T2S20D  HOW OFTEN DEMONSTRATE EXPERIMENT

Demonstrate an experiment or lead students in systematic
observations

                                                        PER-    WGTD
     RESPONSE                     CODES        FREQ     CENT    PCT
    ----------                   --------     -----    -----   -----
VERY RARELY...................           1      697     2.5%   11.8%
1-2 TIMES A MONTH.............           2     2147     7.7%   36.4%
ONCE A WEEK...................           3     2232     8.0%   36.1%
2-3 TIMES PER WEEK............           4      801     2.9%   14.8%
EVERY DAY.....................           5       53      .2%     .9%
RESERVED CODES:
  MULTIPLE RESPONSE...........           6        1      .0%  (MISS)
  MISSING.....................           8      461     1.6%  (MISS)
  LEGITIMATE SKIP.............           9    21602    77.2%  (MISS)
                                              -----    -----   -----
 TOTALS:                                      27994   100.0%  100.0%
```

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Question 2S20E

Tape Pos. 280-280
Format: I1

F1T2S20E HOW OFTEN REPORTS ON EXPERIMENTS

Require students to turn in written reports on experiments or systematic observations

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY RARELY	1	1020	3.6%	15.0%
1-2 TIMES A MONTH	2	1669	6.0%	28.1%
ONCE A WEEK	3	2347	8.4%	37.3%
2-3 TIMES PER WEEK	4	870	3.1%	14.7%
EVERY DAY	5	45	.2%	.9%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	440	1.6%	(MISS)
LEGITIMATE SKIP	9	21602	77.2%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2S20F

Tape Pos. 281-281
Format: I1

F1T2S20F HOW OFTEN DISCUSS CURRENT EVENTS

Discuss current issues and events in science

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY RARELY	1	375	1.3%	5.5%
1-2 TIMES A MONTH	2	1749	6.2%	29.9%
ONCE A WEEK	3	1910	6.8%	33.1%
2-3 TIMES PER WEEK	4	1466	5.2%	24.7%
EVERY DAY	5	415	1.5%	6.9%
RESERVED CODES:				
MISSING	8	477	1.7%	(MISS)
LEGITIMATE SKIP	9	21602	77.2%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2S20G

Tape Pos. 282-282
Format: I1

F1T2S20G HOW OFTEN READ SUPPLEMENTARY MATERIAL

Have students read supplementary materials

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY RARELY	1	1860	6.6%	29.9%
1-2 TIMES A MONTH	2	2303	8.2%	38.6%
ONCE A WEEK	3	1226	4.4%	21.1%
2-3 TIMES PER WEEK	4	448	1.6%	8.8%
EVERY DAY	5	78	.3%	1.6%
RESERVED CODES:				
MISSING	8	477	1.7%	(MISS)
LEGITIMATE SKIP	9	21602	77.2%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2S20H

Tape Pos. 283-283
Format: I1

F1T2S20H HOW OFTEN ORAL REPORTS GIVEN

Have students give oral reports

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY RARELY	1	4833	17.3%	81.3%
1-2 TIMES A MONTH	2	920	3.3%	16.0%
ONCE A WEEK	3	125	.4%	2.2%
2-3 TIMES PER WEEK	4	18	.1%	.3%
EVERY DAY	5	13	.0%	.1%
RESERVED CODES:				
MISSING	8	483	1.7%	(MISS)
LEGITIMATE SKIP	9	21602	77.2%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2S20I

Tape Pos. 284-284
Format: I1

F1T2S20I HOW OFTEN USE COMPUTERS

Use computers for science or laboratory instruction

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY RARELY	1	4981	17.8%	84.9%
1-2 TIMES A MONTH	2	713	2.5%	11.7%
ONCE A WEEK	3	143	.5%	2.3%
2-3 TIMES PER WEEK	4	42	.2%	.8%
EVERY DAY	5	6	.0%	.3%
RESERVED CODES:				
MISSING	8	507	1.8%	(MISS)
LEGITIMATE SKIP	9	21602	77.2%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2S20J

Tape Pos. 285-285
Format: I1

F1T2S20J HOW OFTEN DISCUSS SCI. RELATED ARTICLES

Discuss current magazine articles or books related to science

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY RARELY	1	1527	5.5%	25.0%
1-2 TIMES A MONTH	2	2530	9.0%	42.1%
ONCE A WEEK	3	1279	4.6%	22.4%
2-3 TIMES PER WEEK	4	480	1.6%	7.8%
EVERY DAY	5	159	.6%	2.7%
RESERVED CODES:				
MISSING	8	437	1.6%	(MISS)
LEGITIMATE SKIP	9	21602	77.2%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2S20K

Tape Pos. 286-286
Format: I1

F1T2S20K HOW OFTEN DISCUSS SCIENCE TV PROGRAMS

Discuss television programs about science

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY RARELY	1	1426	5.1%	23.7%
1-2 TIMES A MONTH	2	2782	9.9%	47.4%
ONCE A WEEK	3	1190	4.3%	19.0%
2-3 TIMES PER WEEK	4	437	1.6%	7.9%
EVERY DAY	5	107	.4%	2.0%
RESERVED CODES:				
MISSING	8	450	1.6%	(MISS)
LEGITIMATE SKIP	9	21602	77.2%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2S20L

Tape Pos. 287-287
Format: I1

F1T2S20L HOW OFTEN DESIGN OWN PROJECTS

Have students independently design and conduct their own science projects

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY RARELY	1	5103	18.2%	87.5%
1-2 TIMES A MONTH	2	666	2.4%	10.2%
ONCE A WEEK	3	95	.3%	1.4%
2-3 TIMES PER WEEK	4	38	.1%	.6%
EVERY DAY	5	19	.1%	.3%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	470	1.7%	(MISS)
LEGITIMATE SKIP	9	21602	77.2%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2S20M

Tape Pos. 288-288
Format: I1

F1T2S20M HOW OFTEN OUTSIDE REPORTS DUE

Require written reports on outside readings

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY RARELY	1	4152	14.8%	70.1%
1-2 TIMES A MONTH	2	1325	4.7%	23.1%
ONCE A WEEK	3	322	1.2%	5.2%
2-3 TIMES PER WEEK	4	64	.2%	1.1%
EVERY DAY	5	36	.1%	.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	492	1.8%	(MISS)
LEGITIMATE SKIP	9	21602	77.2%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2S20N

Tape Pos. 289-289
Format: I1

F1T2S20N HOW OFTEN DISCUSS SCI. CAREERS

Discuss career opportunities in scientific and technological fields

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY RARELY	1	1645	5.9%	26.7%
1-2 TIMES A MONTH	2	2866	10.2%	49.6%
ONCE A WEEK	3	970	3.5%	15.9%
2-3 TIMES PER WEEK	4	370	1.3%	6.1%
EVERY DAY	5	94	.3%	1.7%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	446	1.6%	(MISS)
LEGITIMATE SKIP	9	21602	77.2%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2S20O

Tape Pos. 290-290
Format: I1

F1T2S20O HOW OFTEN DISCUSS INVENTIONS

Discuss controversial inventions and technologies

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY RARELY	1	1849	6.6%	31.4%
1-2 TIMES A MONTH	2	2550	9.1%	43.3%
ONCE A WEEK	3	1046	3.7%	17.3%
2-3 TIMES PER WEEK	4	382	1.4%	6.5%
EVERY DAY	5	102	.4%	1.5%
RESERVED CODES:				
MISSING	8	463	1.7%	(MISS)
LEGITIMATE SKIP	9	21602	77.2%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2S21

If you teach a Biology class, do you teach or review the following topics this semester/term?

Question 2S21

Tape Pos. 291-291
Format: I1

F1T2S21 R DOES NOT TEACH BIOLOGY

I do not teach Biology

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1493	5.3%	23.6%
DOES NOT APPLY	2	4647	16.6%	76.4%
RESERVED CODES:				
MISSING	8	252	.9%	(MISS)
LEGITIMATE SKIP	9	21602	77.2%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2S21A

Tape Pos. 292-292
Format: I1

F1T2S21A BIOLOGY: TEACH CELL STRUCTURE

Cell structure and function

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TEACH IT AS NEW CONCEPT	1	2481	8.9%	60.1%
YES, I REVIEW IT ONLY	2	629	2.2%	14.2%
NO, IT WAS TAUGHT PREVIOUSLY	3	1172	4.2%	25.3%
NO, IT WILL BE TAUGHT LATER	4	27	.1%	.3%
TOPIC NOT IN SCHOOL CURRICULUM	5	7	.0%	.1%
RESERVED CODES:				
MULTIPLE RESPONSE	6	13	.0%	(MISS)
MISSING	8	570	2.0%	(MISS)
LEGITIMATE SKIP	9	23095	82.5%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2S21B

Tape Pos. 293-293
Format: I1

F1T2S21B BIOLOGY: TEACH CONCEPT OF A GENE

Concept of a gene

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TEACH IT AS NEW CONCEPT	1	2902	10.4%	68.6%
YES, I REVIEW IT ONLY	2	451	1.6%	10.5%
NO, IT WAS TAUGHT PREVIOUSLY	3	853	3.0%	18.9%
NO, IT WILL BE TAUGHT LATER	4	61	.2%	1.6%
TOPIC NOT IN SCHOOL CURRICULUM	5	20	.1%	.4%
RESERVED CODES:				
MULTIPLE RESPONSE	6	17	.1%	(MISS)
MISSING	8	595	2.1%	(MISS)
LEGITIMATE SKIP	9	23095	82.5%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2S21C

Tape Pos. 294-294
Format: I1

F1T2S21C BIOLOGY: TEACH DIVERSITY OF LIFE

Diversity of life

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TEACH IT AS NEW CONCEPT	1	3069	11.0%	71.6%
YES, I REVIEW IT ONLY	2	634	2.3%	13.9%
NO, IT WAS TAUGHT PREVIOUSLY	3	560	2.0%	13.8%
NO, IT WILL BE TAUGHT LATER	4	25	.1%	.5%
TOPIC NOT IN SCHOOL CURRICULUM	5	12	.0%	.2%
RESERVED CODES:				
MULTIPLE RESPONSE	6	11	.0%	(MISS)
MISSING	8	588	2.1%	(MISS)
LEGITIMATE SKIP	9	23095	82.5%	(MISS)
TOTALS:		27994	100.0%	100.0%

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Question 2S21D

Tape Pos. 295-295
Format: I1

F1T2S21D BIOLOGY: TEACH METABOLISM OF ORGANISM

Metabolism of the organism

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TEACH IT AS NEW CONCEPT	1	2808	10.0%	66.9%
YES, I REVIEW IT ONLY..........	2	599	2.1%	14.2%
NO, IT WAS TAUGHT PREVIOUSLY..	3	763	2.7%	16.2%
NO, IT WILL BE TAUGHT LATER...	4	83	.3%	1.9%
TOPIC NOT IN SCHOOL CURRICULUM	5	35	.1%	.7%
RESERVED CODES:				
MULTIPLE RESPONSE...........	6	18	.1%	(MISS)
MISSING.....................	8	593	2.1%	(MISS)
LEGITIMATE SKIP.............	9	23095	82.5%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2S21E

Tape Pos. 296-296
Format: I1

F1T2S21E BIOLOGY: TEACH REGULATION OF ORGANISM

Regulation of the organism

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TEACH IT AS NEW CONCEPT	1	2998	10.7%	70.9%
YES, I REVIEW IT ONLY..........	2	481	1.7%	11.4%
NO, IT WAS TAUGHT PREVIOUSLY..	3	579	2.1%	12.7%
NO, IT WILL BE TAUGHT LATER...	4	152	.5%	3.6%
TOPIC NOT IN SCHOOL CURRICULUM	5	51	.2%	1.4%
RESERVED CODES:				
MULTIPLE RESPONSE...........	6	17	.1%	(MISS)
MISSING.....................	8	621	2.2%	(MISS)
LEGITIMATE SKIP.............	9	23095	82.5%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2S21F

Tape Pos. 297-297
Format: I1

F1T2S21F BIOLOGY: TEACH BEHAVIOR OF THE ORGANISM

Coordination and behavior of the organism

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TEACH IT AS NEW CONCEPT	1	2900	10.4%	66.5%
YES, I REVIEW IT ONLY..........	2	564	2.0%	14.2%
NO, IT WAS TAUGHT PREVIOUSLY..	3	336	1.2%	7.5%
NO, IT WILL BE TAUGHT LATER...	4	277	1.0%	7.0%
TOPIC NOT IN SCHOOL CURRICULUM	5	194	.7%	4.9%
RESERVED CODES:				
MULTIPLE RESPONSE...........	6	1	.0%	(MISS)
MISSING.....................	8	627	2.2%	(MISS)
LEGITIMATE SKIP.............	9	23095	82.5%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2S21G

Tape Pos. 298-298
Format: I1

F1T2S21G BIOLOGY: TEACH REPRODUCTION OF PLANTS

Reproduction and development of plants

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TEACH IT AS NEW CONCEPT	1	2947	10.5%	69.1%
YES, I REVIEW IT ONLY..........	2	432	1.5%	9.9%
NO, IT WAS TAUGHT PREVIOUSLY..	3	395	1.4%	9.3%
NO, IT WILL BE TAUGHT LATER...	4	386	1.4%	8.8%
TOPIC NOT IN SCHOOL CURRICULUM	5	128	.5%	2.9%
RESERVED CODES:				
MISSING.....................	8	611	2.2%	(MISS)
LEGITIMATE SKIP.............	9	23095	82.5%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2S21H

Tape Pos. 299-299
Format: I1

F1T2S21H BIOLOGY: TEACH REPRODUCTION OF ANIMALS

Reproduction and development of animals

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TEACH IT AS NEW CONCEPT	1	3492	12.5%	79.5%
YES, I REVIEW IT ONLY..........	2	350	1.3%	9.6%
NO, IT WAS TAUGHT PREVIOUSLY..	3	198	.7%	4.8%
NO, IT WILL BE TAUGHT LATER...	4	237	.8%	5.4%
TOPIC NOT IN SCHOOL CURRICULUM	5	29	.1%	.8%
RESERVED CODES:				
MISSING.....................	8	593	2.1%	(MISS)
LEGITIMATE SKIP.............	9	23095	82.5%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2S21I

Tape Pos. 300-300
Format: I1

F1T2S21I BIOLOGY: TEACH/REVIEW HUMAN BIOLOGY

Human biology

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TEACH IT AS NEW CONCEPT	1	2785	9.9%	63.6%
YES, I REVIEW IT ONLY..........	2	402	1.4%	9.3%
NO, IT WAS TAUGHT PREVIOUSLY..	3	244	.9%	5.9%
NO, IT WILL BE TAUGHT LATER...	4	608	2.2%	15.6%
TOPIC NOT IN SCHOOL CURRICULUM	5	226	.8%	5.6%
RESERVED CODES:				
MULTIPLE RESPONSE...........	6	15	.1%	(MISS)
MISSING.....................	8	619	2.2%	(MISS)
LEGITIMATE SKIP.............	9	23095	82.5%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2S21J

Tape Pos. 301-301
Format: I1

F1T2S21J BIOLOGY: TEACH/REVIEW CREATIONISM

Creationism

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TEACH IT AS NEW CONCEPT	1	568	2.0%	13.4%
YES, I REVIEW IT ONLY..........	2	579	2.1%	13.7%
NO, IT WAS TAUGHT PREVIOUSLY..	3	322	1.2%	7.5%
NO, IT WILL BE TAUGHT LATER...	4	145	.5%	2.9%
TOPIC NOT IN SCHOOL CURRICULUM	5	2593	9.3%	62.5%
RESERVED CODES:				
MISSING.....................	8	692	2.5%	(MISS)
LEGITIMATE SKIP.............	9	23095	82.5%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2S21K

Tape Pos. 302-302
Format: I1

F1T2S21K BIOLOGY: TEACH POPULATION GENETICS

Population genetics

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TEACH IT AS NEW CONCEPT	1	2382	8.5%	56.0%
YES, I REVIEW IT ONLY..........	2	464	1.7%	10.4%
NO, IT WAS TAUGHT PREVIOUSLY..	3	673	2.4%	16.3%
NO, IT WILL BE TAUGHT LATER...	4	308	1.1%	7.5%
TOPIC NOT IN SCHOOL CURRICULUM	5	450	1.6%	9.9%
RESERVED CODES:				
MULTIPLE RESPONSE...........	6	1	.0%	(MISS)
MISSING.....................	8	621	2.2%	(MISS)
LEGITIMATE SKIP.............	9	23095	82.5%	(MISS)
TOTALS:		27994	100.0%	100.0%

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Question 2S21L

Tape Pos. 303-303
Format: I1

F1T2S21L BIOLOGY: TEACH/REVIEW EVOLUTION

Evolution

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TEACH IT AS NEW CONCEPT	1	2181	7.8%	50.2%
YES, I REVIEW IT ONLY..........	2	884	3.2%	21.1%
NO, IT WAS TAUGHT PREVIOUSLY..	3	686	2.5%	15.6%
NO, IT WILL BE TAUGHT LATER...	4	171	.6%	4.8%
TOPIC NOT IN SCHOOL CURRICULUM	5	348	1.2%	8.3%
RESERVED CODES:				
MISSING..........................	8	629	2.2%	(MISS)
LEGITIMATE SKIP...............	9	23095	82.5%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2S22

Tape Pos. 304-305
Format: I2

F1T2S22 PRIMARY BIOLOGY TEXTBOOK

Which of the following textbooks constitutes the primary source that you use in this Biology class? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
BIOLOGY: LIVING SYSTEMS, MERRILL, 1986..................	2	417	1.5%	11.8%
BIOLOGY, HARCOURT BRACE JOVANOVICH, 1986...............	3	355	1.3%	9.5%
BIOLOGY: AN EVERYDAY EXPERIENCE, MERRILL, 1985.....	4	255	.9%	7.8%
BIOLOGY, D.C. HEATH CO., 1985.	5	274	1.0%	8.3%
MODERN BIOLOGY, HOLT, RHINEHART, & WINSTON, 1985.........................	6	1315	4.7%	41.0%
OTHER TEXTBOOK (SPECIFY)......	7	751	2.7%	21.6%
RESERVED CODES:				
MULTIPLE RESPONSE...........	96	13	.0%	(MISS)
MISSING..........................	98	1519	5.4%	(MISS)
LEGITIMATE SKIP.............	99	23095	82.5%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2_23

If you teach a Chemistry class, do you teach or review the following topics this semester/term?

Question 2S23

Tape Pos. 306-306
Format: I1

F1T2S23 R DOES NOT TEACH CHEMISTRY

I do not teach Chemistry

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES........................	1	4481	16.0%	74.5%
DOES NOT APPLY................	2	1659	5.9%	25.5%
RESERVED CODES:				
MISSING..........................	8	252	.9%	(MISS)
LEGITIMATE SKIP.............	9	21602	77.2%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2S23A

Tape Pos. 307-307
Format: I1

F1T2S23A CHEMISTRY: TEACH INTRO TO CHEMISTRY

Introductory chemistry

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TEACH IT AS NEW CONTENT	1	592	2.1%	59.6%
YES, I REVIEW IT ONLY..........	2	130	.5%	13.9%
NO, IT WAS TAUGHT PREVIOUSLY..	3	214	.8%	25.7%
NO, IT WILL BE TAUGHT LATER...	4	1	.0%	.1%
TOPIC NOT IN SCHOOL CURRICULUM	5	7	.0%	.7%
RESERVED CODES:				
MISSING..........................	8	967	3.5%	(MISS)
LEGITIMATE SKIP.............	9	26083	93.2%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2S23B

Tape Pos. 308-308
Format: I1

F1T2S23B CHEMISTRY: TEACH ELECTRO-CHEM.

Electro-chemistry

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TEACH IT AS NEW CONTENT	1	607	2.2%	58.4%
YES, I REVIEW IT ONLY..........	2	37	.1%	2.7%
NO, IT WAS TAUGHT PREVIOUSLY..	3	33	.1%	2.9%
NO, IT WILL BE TAUGHT LATER...	4	165	.6%	20.3%
TOPIC NOT IN SCHOOL CURRICULUM	5	91	.3%	15.5%
RESERVED CODES:				
MISSING..........................	8	978	3.5%	(MISS)
LEGITIMATE SKIP.............	9	26083	93.2%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2S23C

Tape Pos. 309-309
Format: I1

F1T2S23C CHEMISTRY: TEACH CHEMICAL LAWS

Chemical laws

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TEACH IT AS NEW CONTENT	1	779	2.8%	80.1%
YES, I REVIEW IT ONLY..........	2	64	.2%	9.9%
NO, IT WAS TAUGHT PREVIOUSLY..	3	83	.3%	8.8%
NO, IT WILL BE TAUGHT LATER...	4	12	.0%	1.2%
TOPIC NOT IN SCHOOL CURRICULUM	5	1	.0%	.1%
RESERVED CODES:				
MISSING..........................	8	972	3.5%	(MISS)
LEGITIMATE SKIP.............	9	26083	93.2%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2S23D

Tape Pos. 310-310
Format: I1

F1T2S23D CHEMISTRY: TEACH/REVIEW CHEM. PROCESSES

Chemical processes

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TEACH IT AS NEW CONTENT	1	815	2.9%	82.8%
YES, I REVIEW IT ONLY..........	2	71	.3%	10.5%
NO, IT WAS TAUGHT PREVIOUSLY..	3	49	.2%	6.2%
TOPIC NOT IN SCHOOL CURRICULUM	5	4	.0%	.5%
RESERVED CODES:				
MISSING..........................	8	972	3.5%	(MISS)
LEGITIMATE SKIP.............	9	26083	93.2%	(MISS)
TOTALS:		27994	100.0%	100.0%

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Question 2S23E

Tape Pos. 311-311
Format: I1

F1T2S23E CHEMISTRY: TEACH/REVIEW PERIODIC SYSTEM

Periodic system

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TEACH IT AS NEW CONTENT	1	712	2.5%	75.2%
YES, I REVIEW IT ONLY.........	2	95	.3%	11.2%
NO, IT WAS TAUGHT PREVIOUSLY..	3	141	.5%	13.4%
NO, IT WILL BE TAUGHT LATER...	4	1	.0%	.2%
TOPIC NOT IN SCHOOL CURRICULUM	5	1	.0%	.1%
RESERVED CODES:				
MISSING......................	8	961	3.4%	(MISS)
LEGITIMATE SKIP..............	9	26083	93.2%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2S23F

Tape Pos. 312-312
Format: I1

F1T2S23F CHEMISTRY: TEACH ENERGY RELATIONSHIPS

Energy relationships in chemical systems

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TEACH IT AS NEW CONTENT	1	804	2.9%	83.6%
YES, I REVIEW IT ONLY.........	2	37	.1%	3.6%
NO, IT WAS TAUGHT PREVIOUSLY..	3	78	.3%	8.4%
NO, IT WILL BE TAUGHT LATER...	4	27	.1%	3.9%
TOPIC NOT IN SCHOOL CURRICULUM	5	3	.0%	.4%
RESERVED CODES:				
MISSING......................	8	962	3.4%	(MISS)
LEGITIMATE SKIP..............	9	26083	93.2%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2S23G

Tape Pos. 313-313
Format: I1

F1T2S23G CHEMISTRY: TEACH/REVIEW RATE OF REACTION

Rate of reaction

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TEACH IT AS NEW CONTENT	1	729	2.6%	73.9%
YES, I REVIEW IT ONLY.........	2	28	.1%	2.9%
NO, IT WAS TAUGHT PREVIOUSLY..	3	33	.1%	2.6%
NO, IT WILL BE TAUGHT LATER...	4	92	.3%	16.1%
TOPIC NOT IN SCHOOL CURRICULUM	5	45	.2%	4.4%
RESERVED CODES:				
MISSING......................	8	984	3.5%	(MISS)
LEGITIMATE SKIP..............	9	26083	93.2%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2S23H

Tape Pos. 314-314
Format: I1

F1T2S23H CHEMISTRY: TEACH/REVIEW INORGANIC CHEM.

Inorganic chemistry

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TEACH IT AS NEW CONTENT	1	791	2.8%	84.1%
YES, I REVIEW IT ONLY.........	2	53	.2%	5.8%
NO, IT WAS TAUGHT PREVIOUSLY..	3	50	.2%	6.3%
NO, IT WILL BE TAUGHT LATER...	4	18	.1%	1.9%
TOPIC NOT IN SCHOOL CURRICULUM	5	27	.1%	1.9%
RESERVED CODES:				
MULTIPLE RESPONSE...........	6	1	.0%	(MISS)
MISSING......................	8	971	3.5%	(MISS)
LEGITIMATE SKIP..............	9	26083	93.2%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2S23I

Tape Pos. 315-315
Format: I1

F1T2S23I CHEMISTRY: TEACH/REVIEW ORGANIC CHEM.

Organic chemistry

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TEACH IT AS NEW CONTENT	1	444	1.6%	44.8%
YES, I REVIEW IT ONLY.........	2	113	.4%	7.4%
NO, IT WAS TAUGHT PREVIOUSLY..	3	9	.0%	1.2%
NO, IT WILL BE TAUGHT LATER...	4	246	.9%	27.3%
TOPIC NOT IN SCHOOL CURRICULUM	5	125	.4%	19.3%
RESERVED CODES:				
MULTIPLE RESPONSE...........	6	1	.0%	(MISS)
MISSING......................	8	973	3.5%	(MISS)
LEGITIMATE SKIP..............	9	26083	93.2%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2S23J

Tape Pos. 316-316
Format: I1

F1T2S23J CHEMISTRY: TEACH/REVIEW ENVIRNMNTL CHEM.

Environmental chemistry

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TEACH IT AS NEW CONTENT	1	320	1.1%	34.6%
YES, I REVIEW IT ONLY.........	2	182	.7%	17.3%
NO, IT WAS TAUGHT PREVIOUSLY..	3	21	.1%	2.2%
NO, IT WILL BE TAUGHT LATER...	4	103	.4%	13.3%
TOPIC NOT IN SCHOOL CURRICULUM	5	308	1.1%	32.6%
RESERVED CODES:				
MULTIPLE RESPONSE...........	6	1	.0%	(MISS)
MISSING......................	8	976	3.5%	(MISS)
LEGITIMATE SKIP..............	9	26083	93.2%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2S23K

Tape Pos. 317-317
Format: I1

F1T2S23K CHEMISTRY: TEACH/REVIEW CHEM. OF LIFE

Chemistry of life processes

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TEACH IT AS NEW CONTENT	1	168	.6%	21.3%
YES, I REVIEW IT ONLY.........	2	146	.5%	12.7%
NO, IT WAS TAUGHT PREVIOUSLY..	3	96	.3%	6.5%
NO, IT WILL BE TAUGHT LATER...	4	243	.9%	26.2%
TOPIC NOT IN SCHOOL CURRICULUM	5	278	1.0%	33.3%
RESERVED CODES:				
MULTIPLE RESPONSE...........	6	1	.0%	(MISS)
MISSING......................	8	979	3.5%	(MISS)
LEGITIMATE SKIP..............	9	26083	93.2%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2S23L

Tape Pos. 318-318
Format: I1

F1T2S23L CHEMISTRY: TEACH/REVIEW NUCLEAR CHEM.

Nuclear chemistry

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TEACH IT AS NEW CONTENT	1	500	1.8%	47.4%
YES, I REVIEW IT ONLY.........	2	102	.4%	8.9%
NO, IT WAS TAUGHT PREVIOUSLY..	3	57	.2%	5.4%
NO, IT WILL BE TAUGHT LATER...	4	171	.6%	22.9%
TOPIC NOT IN SCHOOL CURRICULUM	5	109	.4%	15.5%
RESERVED CODES:				
MULTIPLE RESPONSE...........	6	1	.0%	(MISS)
MISSING......................	8	971	3.5%	(MISS)
LEGITIMATE SKIP..............	9	26083	93.2%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2S24

Tape Pos. 319-320
Format: I2

F1T2S24 PRIMARY CHEMISTRY TEXTBOOK

Which of the following textbooks constitutes the primary source that you use in this Chemistry class? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
CHEMISTRY: A MODERN APPROACH, MERRILL, 1987	2	116	.4%	12.1%
CHEMISTRY, ADDISON WESLEY, 1987	3	181	.6%	24.5%
MODERN CHEMISTRY, HOLT, RHINEHART, & WINSTON, 1982	4	194	.7%	35.8%
CHEMCOM: CHEMISTRY IN THE COMMUNITY, KENDALL/HUNT, 1988	5	23	.1%	3.8%
OTHER TEXTBOOK (SPECIFY)	6	209	.7%	23.8%
RESERVED CODES:				
MULTIPLE RESPONSE	96	1	.0%	(MISS)
MISSING	98	1187	4.2%	(MISS)
LEGITIMATE SKIP	99	26083	93.2%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2S25

Tape Pos. 321-321
Format: I1

F1T2S25 DESCRIPTN OF AVAILABLE SCIENCE EQUIPMNT

Which of the following best describes the science equipment provided by the school to students in your class? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
I HAVE LITTLE OR NO EQUIPMENT FOR STUDENTS TO USE	1	421	1.5%	9.2%
EACH STUDENT USUALLY HAS HIS/HER OWN EQUIPMENT	2	513	1.8%	8.9%
ONE STUDENT USUALLY SHARES WITH ANOTHER	3	2666	9.5%	50.3%
GROUPS OF STUDENTS (3 OR MORE) USUALLY SHARE EQUIPMENT	4	1591	5.7%	31.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	5	.0%	(MISS)
MISSING	8	1196	4.3%	(MISS)
LEGITIMATE SKIP	9	21602	77.2%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 2S26

Tape Pos. 322-322
Format: I1

F1T2S26 CONDITION OF SCIENCE EQUIPMENT

In general, is the condition of the science equipment you use in this class: (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
I HAVE NONE	1	92	.3%	2.1%
POOR	2	577	2.1%	13.6%
FAIR	3	1590	5.7%	32.3%
GOOD	4	2214	7.9%	41.4%
EXCELLENT	5	679	2.4%	10.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	1239	4.4%	(MISS)
LEGITIMATE SKIP	9	21602	77.2%	(MISS)
TOTALS:		27994	100.0%	100.0%

PART III. TEACHER BACKGROUND AND ACTIVITIES

Question 3_1

Tape Pos. 323-323
Format: I1

F1T3_1 TEACHER'S SEX

What is your sex? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MALE	1	13645	48.7%	49.9%
FEMALE	2	13669	48.8%	50.1%
RESERVED CODES:				
MISSING	8	680	2.4%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 3_2

Tape Pos. 324-324
Format: I1

F1T3_2 TEACHER'S ETHNIC BACKGROUND

Which best describes you? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
OTHER	1	383	1.4%	1.4%
HISPANIC	2	534	1.9%	1.9%
BLACK	3	1280	4.6%	5.5%
WHITE	4	24943	89.1%	91.2%
RESERVED CODES:				
MULTIPLE RESPONSE	6	13	.0%	(MISS)
MISSING	8	841	3.0%	(MISS)
TOTALS:		27994	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297.

Question 3_3Y

Tape Pos. 325-326
Format: I2

F1T3_3Y TEACHER'S YEAR OF BIRTH

Year

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1925 AND BEFORE	1	178	.6%	.7%
1926-1930	2	885	3.2%	3.1%
1931-1935	3	1650	5.9%	6.0%
1936-1940	4	3061	10.9%	11.3%
1941-1945	5	4766	17.0%	17.6%
1946-1950	6	6185	22.1%	23.4%
1951-1955	7	4265	15.2%	16.1%
1956-1960	8	2702	9.7%	10.4%
1961 AND AFTER	9	2957	10.6%	11.5%
RESERVED CODES:				
MULTIPLE RESPONSE	96	4	.0%	(MISS)
MISSING	98	1341	4.8%	(MISS)
TOTALS:		27994	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297.

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Question 3_4A

Tape Pos. 327-328
Format: I2

F1T3_4A YEARS TAUGHT AT ELEMENTARY LEVEL

Number of years taught at elementary level (K-6)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 YEARS	0	17232	61.6%	84.1%
1 - 3 YEARS	1	1856	6.6%	6.6%
4 - 6 YEARS	2	545	1.9%	2.9%
7 - 9 YEARS	3	292	1.0%	1.3%
10 - 12 YEARS	4	166	.6%	.8%
13 - 15 YEARS	5	76	.3%	.4%
16 - 18 YEARS	6	65	.2%	.4%
19 - 21 YEARS	7	102	.4%	.4%
22 - 24 YEARS	8	39	.1%	.2%
25 OR MORE YEARS	9	184	.7%	.9%
RESERVED CODES:				
MISSING	98	7437	26.6%	(MISS)
TOTALS:		27994	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297.

Question 3_4B

Tape Pos. 329-330
Format: I2

F1T3_4B YEARS TAUGHT AT SECONDARY LEVEL

Number of years taught at the secondary level (7-12)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 YEARS	0	88	.3%	.5%
1 - 3 YEARS	1	3116	11.1%	12.0%
4 - 6 YEARS	2	2750	9.8%	10.3%
7 - 9 YEARS	3	2341	8.4%	8.3%
10 - 12 YEARS	4	2569	9.2%	9.4%
13 - 15 YEARS	5	2893	10.3%	10.5%
16 - 18 YEARS	6	3270	11.7%	11.5%
19 - 21 YEARS	7	3311	11.8%	12.1%
22 - 24 YEARS	8	2555	9.1%	9.8%
25 OR MORE YEARS	9	4378	15.6%	15.7%
RESERVED CODES:				
MISSING	98	723	2.6%	(MISS)
TOTALS:		27994	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297.

Question 3_5

Tape Pos. 331-332
Format: I2

F1T3_5 TOTAL YEARS TAUGHT IN THIS SCHOOL

Counting this year, how many years in total have you taught in this school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 YEARS	0	80	.3%	.3%
1 - 3 YEARS	1	6275	22.4%	24.1%
4 - 6 YEARS	2	4945	17.7%	17.7%
7 - 9 YEARS	3	2795	10.0%	9.9%
10 - 12 YEARS	4	2867	10.2%	10.4%
13 - 15 YEARS	5	2120	7.6%	7.8%
16 - 18 YEARS	6	2295	8.2%	8.4%
19 - 21 YEARS	7	2240	8.0%	8.4%
22 - 24 YEARS	8	1672	6.0%	6.3%
25 OR MORE YEARS	9	1946	7.0%	6.7%
RESERVED CODES:				
MULTIPLE RESPONSE	96	1	.0%	(MISS)
MISSING	98	758	2.7%	(MISS)
TOTALS:		27994	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297.

Question 3_6

Tape Pos. 333-333
Format: I1

F1T3_6 EMPLOYMENT STATUS THIS SCHOOL/SYSTEM

What is your employment status in this school or school system? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
REGULAR FULL-TIME POSITION	1	26734	95.5%	97.3%
REGULAR PART-TIME POSITION	2	466	1.7%	2.0%
SUBSTITUTE	3	156	.6%	.7%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	637	2.3%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 3_7

Tape Pos. 334-334
Format: I1

F1T3_7 TYPE OF TEACHING CERTIFICATION HELD

What type of teacher certification do you hold from the state where you teach? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
REGULAR OR STANDARD CERTIFICATION (STANDARD CERTIFICATION OFFERED IN YOUR STATE)	1	24564	87.7%	92.0%
PROBATIONARY CERTIFICATION (THE INITIAL CERTIFICATION ISSUED AFTER SATISFYING ALL REQUIREMENTS EXCEPT THE COMPLETION OF A PROBATIONARY PERIOD)	2	671	2.4%	2.6%
TEMPORARY, PROVISIONAL, OR EMERGENCY CERTIFICATION (REQUIRE ADDITIONAL COURSEWORK BEFORE REGULAR CERTIFICATION CAN BE OBTAINED)	3	703	2.5%	3.0%
NOT CERTIFIED	4	1295	4.6%	2.4%
RESERVED CODES:				
MULTIPLE RESPONSE	6	18	.1%	(MISS)
MISSING	8	743	2.7%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 3_8

For each of the following subjects, please indicate whether you are certified in the state where you teach. (MARK ALL THAT APPLY)

Question 3_8A

Tape Pos. 335-335
Format: I1

F1T3_8A CERTIFIED IN MATHEMATICS

Mathematics

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	7833	28.0%	30.1%
NO	2	17680	63.2%	69.9%
RESERVED CODES:				
MISSING	8	1186	4.2%	(MISS)
LEGITIMATE SKIP	9	1295	4.6%	(MISS)
TOTALS:		27994	100.0%	100.0%

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Question 3_8B                                   Tape Pos. 336-336
-------------                                   Format: I1

F1T3_8B    CERTIFIED IN SCIENCE

Science

                                                          PER-    WGTD
     RESPONSE                       CODES       FREQ      CENT    PCT
    ----------                     --------     -----     -----   -----
YES.............................        1        7824     27.9%   30.9%
NO..............................        2       17689     63.2%   69.1%
RESERVED CODES:
  MISSING.......................        8        1186      4.2%  (MISS)
  LEGITIMATE SKIP...............        9        1295      4.6%  (MISS)
                                                -----     -----   -----
 TOTALS:                                        27994    100.0%  100.0%
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Question 3_8C                                   Tape Pos. 337-337
-------------                                   Format: I1

F1T3_8C    CERTIFIED IN ENGLISH

English

                                                          PER-    WGTD
     RESPONSE                       CODES       FREQ      CENT    PCT
    ----------                     --------     -----     -----   -----
YES.............................        1        9777     34.9%   38.1%
NO..............................        2       15736     56.2%   61.9%
RESERVED CODES:
  MISSING.......................        8        1186      4.2%  (MISS)
  LEGITIMATE SKIP...............        9        1295      4.6%  (MISS)
                                                -----     -----   -----
 TOTALS:                                        27994    100.0%  100.0%
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Question 3_8D                                   Tape Pos. 338-338
-------------                                   Format: I1

F1T3_8D    CERTIFIED IN HISTORY

History

                                                          PER-    WGTD
     RESPONSE                       CODES       FREQ      CENT    PCT
    ----------                     --------     -----     -----   -----
YES.............................        1        7166     25.6%   28.5%
NO..............................        2       18347     65.5%   71.5%
RESERVED CODES:
  MISSING.......................        8        1186      4.2%  (MISS)
  LEGITIMATE SKIP...............        9        1295      4.6%  (MISS)
                                                -----     -----   -----
 TOTALS:                                        27994    100.0%  100.0%
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Question 3_9
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What academic degree do you hold? (MARK ALL THAT APPLY)
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Question 3_9A                                   Tape Pos. 339-339
-------------                                   Format: I1

F1T3_9A    NO ACADEMIC DEGREE HELD

No degree

                                                          PER-    WGTD
     RESPONSE                       CODES       FREQ      CENT    PCT
    ----------                     --------     -----     -----   -----
YES.............................        1          17       .1%     .1%
NO..............................        2       27352     97.7%   99.9%
RESERVED CODES:
  MISSING.......................        8         625      2.2%  (MISS)
                                                -----     -----   -----
 TOTALS:                                        27994    100.0%  100.0%
```

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Question 3_9B                                   Tape Pos. 340-340
-------------                                   Format: I1

F1T3_9B    ASSOCIATE DEGREE HELD

Associate degree

                                                          PER-    WGTD
     RESPONSE                       CODES       FREQ      CENT    PCT
    ----------                     --------     -----     -----   -----
YES.............................        1         334      1.2%    1.1%
NO..............................        2       27035     96.6%   98.9%
RESERVED CODES:
  MISSING.......................        8         625      2.2%  (MISS)
                                                -----     -----   -----
 TOTALS:                                        27994    100.0%  100.0%
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Question 3_9C                                   Tape Pos. 341-341
-------------                                   Format: I1

F1T3_9C    BACHELOR'S DEGREE HELD

Bachelor's

                                                          PER-    WGTD
     RESPONSE                       CODES       FREQ      CENT    PCT
    ----------                     --------     -----     -----   -----
YES.............................        1       20077     71.7%   73.1%
NO..............................        2        7292     26.0%   26.9%
RESERVED CODES:
  MISSING.......................        8         625      2.2%  (MISS)
                                                -----     -----   -----
 TOTALS:                                        27994    100.0%  100.0%
```

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Question 3_9D                                   Tape Pos. 342-342
-------------                                   Format: I1

F1T3_9D    EDUCATION SPECIALIST DEGREE HELD

Education specialist or professional diploma based on at
least one year of work  (e.g., credential, 6-year
certificate)

                                                          PER-    WGTD
     RESPONSE                       CODES       FREQ      CENT    PCT
    ----------                     --------     -----     -----   -----
YES.............................        1        1759      6.3%    5.9%
NO..............................        2       25610     91.5%   94.1%
RESERVED CODES:
  MISSING.......................        8         625      2.2%  (MISS)
                                                -----     -----   -----
 TOTALS:                                        27994    100.0%  100.0%
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Question 3_9E                                   Tape Pos. 343-343
-------------                                   Format: I1

F1T3_9E    MASTER'S DEGREE HELD

Master's

                                                          PER-    WGTD
     RESPONSE                       CODES       FREQ      CENT    PCT
    ----------                     --------     -----     -----   -----
YES.............................        1       14195     50.7%   50.7%
NO..............................        2       13174     47.1%   49.3%
RESERVED CODES:
  MISSING.......................        8         625      2.2%  (MISS)
                                                -----     -----   -----
 TOTALS:                                        27994    100.0%  100.0%
```

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Question 3_9F

Tape Pos. 344-344
Format: I1

F1T3_9F DOCTORATE DEGREE HELD

Doctorate

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	473	1.7%	1.5%
NO	2	26896	96.1%	98.5%
RESERVED CODES:				
MISSING	8	625	2.2%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 3_9G

Tape Pos. 345-345
Format: I1

F1T3_9G FIRST PROFESSIONAL DEGREE HELD

First professional (e.g., M.D., L.L.B., J.D., D.D.S.)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	166	.6%	.5%
NO	2	27203	97.2%	99.5%
RESERVED CODES:				
MISSING	8	625	2.2%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 3_10

What were your major fields of study for your bachelor's degree? (MARK ALL THAT APPLY)

Question 3_10A1

Tape Pos. 346-346
Format: I1

F1T310A1 BACHELOR'S DEGREE MAJOR IN EDUCATION

Education

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	5424	19.4%	22.0%
NO	2	20773	74.2%	78.0%
RESERVED CODES:				
MISSING	8	1778	6.4%	(MISS)
LEGITIMATE SKIP	9	19	.1%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 3_10B1

Tape Pos. 347-347
Format: I1

F1T310B1 BACHELOR'S DEGREE MAJOR IN ENGLISH

English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	6947	24.8%	26.3%
NO	2	19250	68.8%	73.7%
RESERVED CODES:				
MISSING	8	1778	6.4%	(MISS)
LEGITIMATE SKIP	9	19	.1%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 3_10C1

Tape Pos. 348-348
Format: I1

F1T310C1 BACHELOR'S DEGREE MAJOR IN HISTORY

History (or Social Studies/Social Sciences)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	4999	17.9%	18.9%
NO	2	21198	75.7%	81.1%
RESERVED CODES:				
MISSING	8	1778	6.4%	(MISS)
LEGITIMATE SKIP	9	19	.1%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 3_10D1

Tape Pos. 349-349
Format: I1

F1T310D1 BACHELOR'S DEGREE MAJOR IN MATHEMATICS

Mathematics

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	5119	18.3%	18.8%
NO	2	21078	75.3%	81.2%
RESERVED CODES:				
MISSING	8	1778	6.4%	(MISS)
LEGITIMATE SKIP	9	19	.1%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 3_10E1

Tape Pos. 350-350
Format: I1

F1T310E1 BACHELOR'S DEGREE MAJOR IN SCIENCE

Science (Natural/Physical Sciences)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	4995	17.8%	19.3%
NO	2	21202	75.7%	80.7%
RESERVED CODES:				
MISSING	8	1778	6.4%	(MISS)
LEGITIMATE SKIP	9	19	.1%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 3_10F1

Tape Pos. 351-351
Format: I1

F1T310F1 BACHELOR'S DEGREE MAJOR IN FOREIGN LANG.

Foreign Language(s)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	552	2.0%	2.1%
NO	2	25645	91.6%	97.9%
RESERVED CODES:				
MISSING	8	1778	6.4%	(MISS)
LEGITIMATE SKIP	9	19	.1%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 3_10G1

Tape Pos. 352-352
Format: I1

F1T310G1 BACHELOR'S DEGREE MAJOR IN OTHER AREA

Major in some other field. (PLEASE SPECIFY)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	3711	13.3%	14.2%
NO	2	22486	80.3%	85.8%
RESERVED CODES:				
MISSING	8	1778	6.4%	(MISS)
LEGITIMATE SKIP	9	19	.1%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 3_10

What were your minor fields of study for your bachelor's degree? (MARK ALL THAT APPLY)

Question 3_10A2

Tape Pos. 353-353
Format: I1

F1T310A2 BACHELOR'S DEGREE MINOR IN EDUCATION

Education

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	4575	16.3%	23.9%
NO	2	15037	53.7%	76.1%
RESERVED CODES:				
MISSING	8	8363	29.9%	(MISS)
LEGITIMATE SKIP	9	19	.1%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 3_10B2

Tape Pos. 354-354
Format: I1

F1T310B2 BACHELOR'S DEGREE MINOR IN ENGLISH

English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	3022	10.8%	14.5%
NO	2	16590	59.3%	85.5%
RESERVED CODES:				
MISSING	8	8363	29.9%	(MISS)
LEGITIMATE SKIP	9	19	.1%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 3_10C2

Tape Pos. 355-355
Format: I1

F1T310C2 BACHELOR'S DEGREE MINOR IN HISTORY

History (or Social Studies/Social Sciences)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	4329	15.5%	22.5%
NO	2	15283	54.6%	77.5%
RESERVED CODES:				
MISSING	8	8363	29.9%	(MISS)
LEGITIMATE SKIP	9	19	.1%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 3_10D2

Tape Pos. 356-356
Format: I1

F1T310D2 BACHELOR'S DEGREE MINOR IN MATHEMATICS

Mathematics

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	2087	7.5%	10.7%
NC	2	17525	62.6%	89.3%
RESERVED CODES:				
MISSING	8	8363	29.9%	(MISS)
LEGITIMATE SKIP	9	19	.1%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 3_10E2

Tape Pos. 357-357
Format: I1

F1T310E2 BACHELOR'S DEGREE MINOR IN SCIENCE

Science

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	3634	13.0%	18.2%
NC	2	15978	57.1%	81.8%
RESERVED CODES:				
MISSING	8	8363	29.9%	(MISS)
LEGITIMATE SKIP	9	19	.1%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 3_10F2

Tape Pos. 358-358
Format: I1

F1T310F2 BACHELOR'S DEGREE MINOR IN FOREIGN LANG.

Foreign Language(s).

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1237	4.4%	5.9%
NO	2	18375	65.6%	94.1%
RESERVED CODES:				
MISSING	8	8363	29.9%	(MISS)
LEGITIMATE SKIP	9	19	.1%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 3_10G2

Tape Pos. 359-359
Format: I1

F1T310G2 BACHELOR'S DEGREE MINOR IN OTHER AREA

Minor in some other field. (PLEASE SPECIFY)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	3886	13.9%	20.1%
NC	2	15726	56.2%	79.9%
RESERVED CODES:				
MISSING	8	8363	29.9%	(MISS)
LEGITIMATE SKIP	9	19	.1%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 3_10H

Tape Pos. 360-360
Format: I1

F1T3_10H NOT APPLICABLE - NO BACHELOR'S DEGREE

Not applicable; did not receive bachelor's degree

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	2	.0%	.0%
NO	2	26938	96.2%	100.0%
RESERVED CODES:				
MISSING	8	1037	3.7%	(MISS)
LEGITIMATE SKIP	9	17	.1%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 3_11

What were your major fields of study for your highest graduate degree? (MARK ALL THAT APPLY)

Question 3_11A1

Tape Pos. 361-361
Format: I1

F1T311A1 GRADUATE DEGREE MAJOR IN EDUCATION

Education

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	7404	26.4%	44.5%
NO	2	9738	34.8%	55.5%
RESERVED CODES:				
MISSING	8	2793	10.0%	(MISS)
LEGITIMATE SKIP	9	8059	28.8%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 3_11B1

Tape Pos. 362-362
Format: I1

F1T311B1 GRADUATE DEGREE MAJOR IN ENGLISH

English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	2586	9.2%	14.8%
NO	2	14556	52.0%	85.2%
RESERVED CODES:				
MISSING	8	2793	10.0%	(MISS)
LEGITIMATE SKIP	9	8059	28.8%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 3_11C1

Tape Pos. 363-363
Format: I1

F1T311C1 GRADUATE DEGREE MAJOR IN HISTORY

History (or Social Studies/Social Sciences)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1994	7.1%	11.4%
NO	2	15148	54.1%	88.6%
RESERVED CODES:				
MISSING	8	2793	10.0%	(MISS)
LEGITIMATE SKIP	9	8059	28.8%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 3_11D1

Tape Pos. 364-364
Format: I1

F1T311D1 GRADUATE DEGREE MAJOR IN MATHEMATICS

Mathematics

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1822	6.5%	10.4%
NO	2	15320	54.7%	89.6%
RESERVED CODES:				
MISSING	8	2793	10.0%	(MISS)
LEGITIMATE SKIP	9	8059	28.8%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 3_11E1

Tape Pos. 365-365
Format: I1

F1T311E1 GRADUATE DEGREE MAJOR IN SCIENCE

Science (Natural/Physical Sciences)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	2295	8.2%	13.0%
NO	2	14847	53.0%	87.0%
RESERVED CODES:				
MISSING	8	2793	10.0%	(MISS)
LEGITIMATE SKIP	9	8059	28.8%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 3_11F1

Tape Pos. 366-366
Format: I1

F1T311F1 GRADUATE DEGREE MAJOR IN FOREIGN LANG.

Foreign Language(s)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	142	.5%	.8%
NO	2	17000	60.7%	99.2%
RESERVED CODES:				
MISSING	8	2793	10.0%	(MISS)
LEGITIMATE SKIP	9	8059	28.8%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 3_11G1

Tape Pos. 367-367
Format: I1

F1T311G1 GRADUATE DEGREE MAJOR IN OTHER AREA

Major in some other field. (PLEASE SPECIFY)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	2566	9.2%	14.9%
NO	2	14576	52.1%	85.1%
RESERVED CODES:				
MISSING	8	2793	10.0%	(MISS)
LEGITIMATE SKIP	9	8059	28.8%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 3_11

What were your minor fields of study for your highest graduate degree? (MARK ALL THAT APPLY)

Question 3_11A2

Tape Pos. 368-368
Format: I1

F1T311A2 GRADUATE DEGREE MINOR IN EDUCATION

Education

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1904	6.8%	27.4%
NO	2	5367	19.2%	72.6%
RESERVED CODES:				
MISSING	8	12664	45.2%	(MISS)
LEGITIMATE SKIP	9	8059	28.8%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 3_11B2

Tape Pos. 369-369
Format: I1

F1T311B2 GRADUATE DEGREE MINOR IN ENGLISH

English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1180	4.2%	16.4%
NO	2	6091	21.8%	83.6%
RESERVED CODES:				
MISSING	8	12664	45.2%	(MISS)
LEGITIMATE SKIP	9	8059	28.8%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 3_11C2

Tape Pos. 370-370
Format: I1

F1T311C2 GRADUATE DEGREE MINOR IN HISTORY

History (or Social Studies/Social Sciences)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1114	4.0%	15.6%
NO	2	6157	22.0%	84.4%
RESERVED CODES:				
MISSING	8	12664	45.2%	(MISS)
LEGITIMATE SKIP	9	8059	28.8%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 3_11D2

Tape Pos. 371-371
Format: I1

F1T311D2 GRADUATE DEGREE MINOR IN MATHEMATICS

Mathematics

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	958	3.4%	13.7%
NO	2	6313	22.6%	86.3%
RESERVED CODES:				
MISSING	8	12664	45.2%	(MISS)
LEGITIMATE SKIP	9	8059	28.8%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 3_11E2

Tape Pos. 372-372
Format: I1

F1T311E2 GRADUATE DEGREE MINOR IN SCIENCE

Science (Natural/Physical Sciences)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1235	4.4%	16.8%
NO	2	6036	21.6%	83.2%
RESERVED CODES:				
MISSING	8	12664	45.2%	(MISS)
LEGITIMATE SKIP	9	8059	28.8%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 3_11F2

Tape Pos. 373-373
Format: I1

F1T311F2 GRADUATE DEGREE MINOR IN FOREIGN LANG.

Foreign Language(s)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	204	.7%	2.3%
NO	2	7067	25.2%	97.7%
RESERVED CODES:				
MISSING	8	12664	45.2%	(MISS)
LEGITIMATE SKIP	9	8059	28.8%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 3_11G2

Tape Pos. 374-374
Format: I1

F1T311G2 GRADUATE DEGREE MINOR IN OTHER AREA

Minor in some other field: (PLEASE SPECIFY)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1099	3.9%	13.1%
NO	2	6172	22.0%	86.9%
RESERVED CODES:				
MISSING	8	12664	45.2%	(MISS)
LEGITIMATE SKIP	9	8059	28.8%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 3_11H

Tape Pos. 375-375
Format: I1

F1T3_11H NOT APPLICABLE - NO GRADUATE DEGREE

Not applicable; did not receive a graduate degree

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	8040	28.7%	31.9%
NO	2	17659	63.1%	68.1%
RESERVED CODES:				
MISSING	8	2276	8.1%	(MISS)
LEGITIMATE SKIP	9	19	.1%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 3_12

What is your current department/subject area affiliation?
(MARK ALL THAT APPLY)

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Question 3_12A                                    Tape Pos. 376-376
--------------                                    Format: I1

F1T3_12A  CURRENTLY AFFILIATED WITH MATH DEPT

Mathematics

                                                           PER-    WGTD
    RESPONSE                       CODES     FREQ    CENT     PCT
    ----------                     --------  -----   -----   -----
YES............................         1     7463   26.7%   26.7%
NO.............................         2    19896   71.1%   73.3%
RESERVED CODES:
  MISSING......................         8      635    2.3%  (MISS)
                                             -----   -----   -----
 TOTALS:                                     27994  100.0%  100.0%
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Question 3_12B                                    Tape Pos. 377-377
--------------                                    Format: I1

F1T3_12B  CURRENTLY AFFILIATED WITH SCIENCE DEPT

Science

                                                           PER-    WGTD
    RESPONSE                       CODES     FREQ    CENT     PCT
    ----------                     --------  -----   -----   -----
YES............................         1     6530   23.3%   24.2%
NO.............................         2    20829   74.4%   75.8%
RESERVED CODES:
  MISSING......................         8      635    2.3%  (MISS)
                                             -----   -----   -----
 TOTALS:                                     27994  100.0%  100.0%
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Question 3_12C                                    Tape Pos. 378-378
--------------                                    Format: I1

F1T3_12C  CURRENTLY AFFILIATED W/HUMANITIES DEPT

Humanities

                                                           PER-    WGTD
    RESPONSE                       CODES     FREQ    CENT     PCT
    ----------                     --------  -----   -----   -----
YES............................         1      371    1.3%    1.2%
NO.............................         2    26988   96.4%   98.8%
RESERVED CODES:
  MISSING......................         8      635    2.3%  (MISS)
                                             -----   -----   -----
 TOTALS:                                     27994  100.0%  100.0%
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Question 3_12D                                    Tape Pos. 379-379
--------------                                    Format: I1

F1T3_12D  CURRENTLY AFFILIATED WITH ENGLISH DEPT

English

                                                           PER-    WGTD
    RESPONSE                       CODES     FREQ    CENT     PCT
    ----------                     --------  -----   -----   -----
YES............................         1     8903   31.8%   32.7%
NO.............................         2    18456   65.9%   67.3%
RESERVED CODES:
  MISSING......................         8      635    2.3%  (MISS)
                                             -----   -----   -----
 TOTALS:                                     27994  100.0%  100.0%
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Question 3_12E                                    Tape Pos. 380-380
--------------                                    Format: I1

F1T3_12E  CURRENTLY AFFILIATD W/FOREIGN LANG DEPT

Foreign language

                                                           PER-    WGTD
    RESPONSE                       CODES     FREQ    CENT     PCT
    ----------                     --------  -----   -----   -----
YES............................         1      381    1.4%    1.4%
NO.............................         2    26978   96.4%   98.6%
RESERVED CODES:
  MISSING......................         8      635    2.3%  (MISS)
                                             -----   -----   -----
 TOTALS:                                     27994  100.0%  100.0%
```

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--------------
Question 3_12F                                    Tape Pos. 381-381
--------------                                    Format: I1

F1T3_12F  CURRENTLY AFFILIATED W/SOC. STUDIES DEPT

Social Science/Social Studies

                                                           PER-    WGTD
    RESPONSE                       CODES     FREQ    CENT     PCT
    ----------                     --------  -----   -----   -----
YES............................         1     4049   14.5%   15.6%
NO.............................         2    23310   83.3%   84.4%
RESERVED CODES:
  MISSING......................         8      635    2.3%  (MISS)
                                             -----   -----   -----
 TOTALS:                                     27994  100.0%  100.0%
```

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Question 3_12G                                    Tape Pos. 382-382
--------------                                    Format: I1

F1T3_12G  CURRENTLY AFFILIATED WITH HISTORY DEPT

History

                                                           PER-    WGTD
    RESPONSE                       CODES     FREQ    CENT     PCT
    ----------                     --------  -----   -----   -----
YES............................         1     1984    7.1%    7.2%
NO.............................         2    25375   90.6%   92.8%
RESERVED CODES:
  MISSING......................         8      635    2.3%  (MISS)
                                             -----   -----   -----
 TOTALS:                                     27994  100.0%  100.0%
```

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--------------
Question 3_12H                                    Tape Pos. 383-383
--------------                                    Format: I1

F1T3_12H  CURRENTLY AFFILIATED W/VOC ED DEPT

Vocational education

                                                           PER-    WGTD
    RESPONSE                       CODES     FREQ    CENT     PCT
    ----------                     --------  -----   -----   -----
YES............................         1      227     .8%     .8%
NO.............................         2    27132   96.9%   99.2%
RESERVED CODES:
  MISSING......................         8      635    2.3%  (MISS)
                                             -----   -----   -----
 TOTALS:                                     27994  100.0%  100.0%
```

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Question 3_12I                                  Tape Pos. 384-384
---------------                                 Format: I1

F1T3_12I  CURRENTLY AFFILIATED W/PHYS ED DEPT

Physical Education

                                                       PER-    WGTD
    RESPONSE                       CODES       FREQ    CENT    PCT
   ----------                    ---------    -----   -----   -----
YES..............................         1     663     2.4%    2.4%
NO...............................         2   26696    95.4%   97.6%
RESERVED CODES:
  MISSING........................         8     635     2.3%  (MISS)
                                              -----   -----   -----
 TOTALS:                                      27994   100.0%  100.0%
```

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Question 3_12J                                  Tape Pos. 385-385
---------------                                 Format: I1

F1T3_12J  CURRENTLY AFFILIATD W/GUIDANCE COUNSELNG

Guidance counseling

                                                       PER-    WGTD
    RESPONSE                       CODES       FREQ    CENT    PCT
   ----------                    ---------    -----   -----   -----
YES..............................         1     117      .4%     .3%
NO...............................         2   27242    97.3%   99.7%
RESERVED CODES:
  MISSING........................         8     635     2.3%  (MISS)
                                              -----   -----   -----
 TOTALS:                                      27994   100.0%  100.0%
```

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---------------
Question 3_12K                                  Tape Pos. 386-386
---------------                                 Format: I1

F1T3_12K  CURRENTLY AFFILIATED W/SPECIAL ED DEPT

Special education

                                                       PER-    WGTD
    RESPONSE                       CODES       FREQ    CENT    PCT
   ----------                    ---------    -----   -----   -----
YES..............................         1     379     1.4%    1.4%
NO...............................         2   26980    96.4%   98.0%
RESERVED CODES:
  MISSING........................         8     635     2.3%  (MISS)
                                              -----   -----   -----
 TOTALS:                                      27994   100.0%  100.0%
```

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Question 3_12L                                  Tape Pos. 387-387
---------------                                 Format: I1

F1T3_12L  OTHER CURRENT DEPARTMENT AFFILIATION

Other

                                                       PER-    WGTD
    RESPONSE                       CODES       FREQ    CENT    PCT
   ----------                    ---------    -----   -----   -----
YES..............................         1    1053     3.8%    3.8%
NO...............................         2   26306    94.0%   96.2%
RESERVED CODES:
  MISSING........................         8     635     2.3%  (MISS)
                                              -----   -----   -----
 TOTALS:                                      27994   100.0%  100.0%
```

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Question 3_13                                   Tape Pos. 388-389
---------------                                 Format: I2

F1T3_13   COURSE TAUGHT MOST FREQUENTLY

Darken the oval beside the course you teach most frequently.

                                                       PER-    WGTD
    RESPONSE                       CODES       FREQ    CENT    PCT
   ----------                    ---------    -----   -----   -----
MATHEMATICS
GENERAL MATH.....................         1     452     1.6%    2.4%
PRE-ALGEBRA......................         2     247      .9%    1.2%
ALGEBRA I........................         3    1328     4.7%    6.5%
ALGEBRA II.......................         4    1115     4.0%    4.7%
GEOMETRY.........................         5    1718     6.1%    7.8%
TRIGONOMETRY.....................         6     134      .5%     .6%
PRE-CALCULUS.....................         7     219      .8%     .9%
CALCULUS.........................         8     129      .5%     .5%
CONSUMER/BUSINESS MATH...........         9     147      .5%     .7%
OTHER MATH.......................        10     206      .7%     .9%
SCIENCE
GENERAL SCIENCE..................        11     100      .4%     .5%
GENERAL PHYSICAL SCIENCE.........        12     342     1.2%    1.6%
EARTH SCIENCE....................        13     232      .8%    1.1%
BIOLOGY..........................        15    3524    12.6%   17.0%
CHEMISTRY........................        16     833     3.0%    4.0%
PHYSICS..........................        17      94      .3%     .5%
OTHER SCIENCE....................        18     230      .8%     .9%
ENGLISH
BASIC ENGLISH....................        19     669     2.4%    3.3%
SOPHOMORE ENGLISH................        20    3820    13.6%   17.4%
AMERICAN LITERATURE..............        21     567     2.0%    2.8%
COMPARITIVE ENGLISH..............        22      50      .2%     .3%
HUMANITIES.......................        23      26      .1%     .1%
GREAT BOOKS......................        24      15      .1%     .1%
HONORS ENGLISH...................        25     600     2.1%    3.0%
OTHER ENGLISH....................        26     700     2.5%    3.3%
SOCIAL SCIENCE
WORLD HISTORY....................        27    1270     4.9%    6.6%
ECONOMICS........................        28      61      .2%     .3%
SOCIOLOGY........................        29      10      .0%     .0%
U.S. HISTORY.....................        30     735     2.6%    4.0%
AMERICAN GOVERNMENT/CIVICS.......        31     255      .9%    1.3%
WESTERN CIVILIZATION.............        32     227      .8%     .6%
GEOGRAPHY........................        33     213      .8%    1.2%
PSYCHOLOGY.......................        34      55      .2%     .3%
AREA STUDIES.....................        35      83      .3%     .5%
OTHER SOCIAL SCIENCE.............        36     138      .5%     .6%
OTHER COURSES
FOREIGN LANGUAGE.................        37      63      .2%     .3%
MUSIC............................        38      19      .1%     .1%
COMPUTER SCIENCE.................        39      69      .2%     .3%
INDUSTRIAL ARTS..................        40      10      .0%     .0%
RELIGIOUS EDUCATION..............        41      24      .1%     .2%
PHYSICAL EDUCATION...............        42      59      .2%     .3%
FAMILY LIFE STUDIES..............        43       6      .0%     .0%
TYPING/WORD PROCESSING...........        44      29      .1%     .1%
VOCATIONAL EDUCATION.............        45      35      .1%     .2%
ART..............................        46      21      .1%     .1%
DRAMA............................        47      56      .2%     .4%
HOME ECONOMICS...................        48      15      .1%     .0%
OTHER COURSE.....................        49     197      .7%    1.0%
RESERVED CODES:
  MULTIPLE RESPONSE..............        96    6038    21.6%  (MISS)
  MISSING........................        98     709     2.5%  (MISS)
                                              -----   -----   -----
 TOTALS:                                      27994   100.0%  100.0%
```

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Question 3_14
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How many undergraduate courses have you taken in this
subject area you teach most frequently?  A course is
one that meets 2-5 classroom hours per week during
one semester or quarter.  (IF TEACHING STATE HISTORY,
INCLUDE HISTORY COURSES; IF TEACHING ANY MATH SUBJECT,
INCLUDE ALL MATH COURSES.)
```

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Question 3_14A

Tape Pos. 390-390
Format: I1

F1T3_14A UNDERGRADUATE COURSES TAKEN IN SUBJECT

Number of courses taken in your most frequently taught subject: (MARK ONE FOR EACH COLUMN)

Undergraduate

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	443	1.6%	1.8%
2-4 COURSES	2	1948	7.0%	7.9%
5-7 COURSES	3	2603	9.3%	9.8%
8 OR MORE COURSES	4	18163	64.9%	71.5%
DON'T REMEMBER	5	2239	8.0%	9.0%
RESERVED CODES:				
MULTIPLE RESPONSE	6	10	.0%	(MISS)
MISSING	8	2588	9.2%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 3_14B

Tape Pos. 391-391
Format: I1

F1T3_14B GRADUATE COURSES TAKEN IN SUBJECT

Number of courses taken in your most frequently taught subject: (MARK ONE FOR EACH COLUMN)

Graduate

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	3271	11.7%	15.1%
2-4 COURSES	2	5485	19.6%	25.8%
5-7 COURSES	3	3647	13.0%	16.6%
8 OR MORE COURSES	4	7924	28.3%	35.9%
DON'T REMEMBER	5	1386	5.0%	6.7%
RESERVED CODES:				
MULTIPLE RESPONSE	6	7	.0%	(MISS)
MISSING	8	6274	22.4%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 3_15

Tape Pos. 392-392
Format: I1

F1T3_15 HOW OFTEN FEELS SATISFIED WITH JOB

During the current 1989-90 school year, how often do you feel satisfied with your teaching job? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
ALMOST NEVER	1	558	2.0%	2.4%
SOME OF THE TIME	2	5091	18.2%	19.2%
MOST OF THE TIME	3	18729	66.9%	68.2%
ALL OF THE TIME	4	2909	10.4%	10.2%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	705	2.5%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 3_16

Tape Pos. 393-393
Format: I1

F1T3_16 WOULD BECOME A TEACHER AGAIN IF DID OVER

Suppose you could go back to college and START OVER AGAIN; in view of your present knowledge, would you become a teacher? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
CERTAINLY WOULD NOT BECOME A TEACHER	1	1875	6.7%	7.2%
PROBABLY WOULD NOT BECOME A TEACHER	2	4773	17.1%	18.1%
CHANCES ABOUT EVEN FOR AND AGAINST	3	5508	19.7%	20.5%
PROBABLY WOULD BECOME A TEACHER	4	8505	30.4%	30.6%
CERTAINLY WOULD BECOME A TEACHER	5	6578	23.5%	23.6%
RESERVED CODES:				
MULTIPLE RESPONSE	6	8	.0%	(MISS)
MISSING	8	747	2.7%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 3_17

In addition to your duties at this school, do you hold any other paying jobs that are either full-time or part-time? (MARK ONE PER COLUMN)

Question 3_17A

Tape Pos. 394-394
Format: I1

F1T3_17A HOLDS ADDITIONAL FULL-TIME JOB

Full-time

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, SUMMER ONLY	1	1772	6.3%	11.5%
YES, SCHOOL YEAR ONLY	2	188	.7%	1.0%
YES, DURING THE ENTIRE YEAR	3	521	1.9%	3.3%
NO	4	13814	49.3%	84.2%
RESERVED CODES:				
MULTIPLE RESPONSE	6	243	.9%	(MISS)
MISSING	8	11456	40.9%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 3_17B

Tape Pos. 395-395
Format: I1

F1T3_17B HOLDS ADDITIONAL PART-TIME JOB

Part-time

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, SUMMER ONLY	1	2398	8.6%	12.5%
YES, SCHOOL YEAR ONLY	2	998	3.6%	5.2%
YES, DURING THE ENTIRE YEAR	3	3367	12.0%	17.9%
NO	4	12644	45.2%	64.4%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2134	7.6%	(MISS)
MISSING	8	6453	23.1%	(MISS)
TOTALS:		27994	100.0%	100.0%

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Question 3_18                              Tape Pos. 396-396
--------------                             Format: I1

F1T3_18   ADDITIONAL JOBS RELATED TO EDUCATION

Are these jobs related to the field of education?
(MARK ONE)

                                                    PER-   WGTD
    RESPONSE                    CODES      FREQ     CENT   PCT
   ----------                 --------    -----    -----  -----
YES..........................      1       5234    18.7%  47.0%
NO...........................      2       5939    21.2%  53.0%
RESERVED CODES:
  MULTIPLE RESPONSE..........      6         78      .3% (MISS)
  MISSING....................      8       4751    17.0% (MISS)
  LEGITIMATE SKIP............      9      11992    42.8% (MISS)
                                          -----    -----  -----
 TOTALS:                                  27994   100.0% 100.0%
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Question 3_19
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What type(s) of support have you received in the last
12 months for in-service education in the subject you
teach the majority of the time?  (MARK ALL THAT APPLY)
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Question 3_19A                             Tape Pos. 397-397
--------------                             Format: I1

F1T3_19A  RECEIVED NO SUPPORT FOR IN-SERVICE EDUC.

None

                                                    PER-   WGTD
    RESPONSE                    CODES      FREQ     CENT   PCT
   ----------                 --------    -----    -----  -----
YES..........................      1      12823    45.8%  48.4%
NO...........................      2      14099    50.4%  51.6%
RESERVED CODES:
  MISSING....................      8       1072     3.8% (MISS)
                                          -----    -----  -----
 TOTALS:                                  27994   100.0% 100.0%
```

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Question 3_19B                             Tape Pos. 398-398
--------------                             Format: I1

F1T3_19B  RELEASED FROM TEACHING FOR IN-SERVICE ED

Released from teaching

                                                    PER-   WGTD
    RESPONSE                    CODES      FREQ     CENT   PCT
   ----------                 --------    -----    -----  -----
YES..........................      1       8799    31.4%  32.1%
NO...........................      2      18123    64.7%  67.9%
RESERVED CODES:
  MISSING....................      8       1072     3.8% (MISS)
                                          -----    -----  -----
 TOTALS:                                  27994   100.0% 100.0%
```

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Question 3_19C                             Tape Pos. 399-399
--------------                             Format: I1

F1T3_19C  TRAVEL/PER DIEM EXPENSES FOR IN-SRVC ED.

Travel and/or per diem expenses

                                                    PER-   WGTD
    RESPONSE                    CODES      FREQ     CENT   PCT
   ----------                 --------    -----    -----  -----
YES..........................      1       4822    17.2%  16.4%
NO...........................      2      22100    78.9%  83.6%
RESERVED CODES:
  MISSING....................      8       1072     3.8% (MISS)
                                          -----    -----  -----
 TOTALS:                                  27994   100.0% 100.0%
```

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Question 3_19D                             Tape Pos. 400-400
--------------                             Format: I1

F1T3_19D  RECEIVD STIPEND FOR IN-SERVICE EDUCATION

Stipend(s)

                                                    PER-   WGTD
    RESPONSE                    CODES      FREQ     CENT   PCT
   ----------                 --------    -----    -----  -----
YES..........................      1       2355     8.4%   8.1%
NO...........................      2      24567    87.8%  91.9%
RESERVED CODES:
  MISSING....................      8       1072     3.8% (MISS)
                                          -----    -----  -----
 TOTALS:                                  27994   100.0% 100.0%
```

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Question 3_19E                             Tape Pos. 401-401
--------------                             Format: I1

F1T3_19E  PROFESSNL GROWTH CREDITS FOR IN-SRVC ED.

Professional growth credits

                                                    PER-   WGTD
    RESPONSE                    CODES      FREQ     CENT   PCT
   ----------                 --------    -----    -----  -----
YES..........................      1       5645    20.2%  21.7%
NO...........................      2      21277    76.0%  78.3%
RESERVED CODES:
  MISSING....................      8       1072     3.8% (MISS)
                                          -----    -----  -----
 TOTALS:                                  27994   100.0% 100.0%
```

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Question 3_20
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Please indicate whether you have participated in any of the
following activities during the past school year.
(MARK ALL THAT APPLY.)
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Question 3_20A                             Tape Pos. 402-402
--------------                             Format: I1

F1T3_20A  IN SCHOOL-SYSTEM WORKSHOPS DURING SCH YR

School-system-sponsored workshops during school year

                                                    PER-   WGTD
    RESPONSE                    CODES      FREQ     CENT   PCT
   ----------                 --------    -----    -----  -----
YES..........................      1      19441    69.4%  72.3%
NO...........................      2       7700    27.5%  27.7%
RESERVED CODES:
  MISSING....................      8        853     3.0% (MISS)
                                          -----    -----  -----
 TOTALS:                                  27994   100.0% 100.0%
```

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Question 3_20B                             Tape Pos. 403-403
--------------                             Format: I1

F1T3_20B  IN SCHOOL-SYSTEM WORKSHOPS DURING SUMMER

School-system-sponsored workshops during summer

                                                    PER-   WGTD
    RESPONSE                    CODES -    FREQ     CENT   PCT
   ----------                 --------    -----    -----  -----
YES..........................      1       4688    16.7%  17.5%
NO...........................      2      22453    80.2%  82.5%
RESERVED CODES:
  MISSING....................      8        853     3.0% (MISS)
                                          -----    -----  -----
 TOTALS:                                  27994   100.0% 100.0%
```

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Question 3_20C

Tape Pos. 404-404
Format: I1

F1T3_20C IN SCHOOL-WIDE CURRICULUM COMMITTEE

School-wide curriculum committee

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	6152	22.0%	22.5%
NO	2	20989	75.0%	77.5%
RESERVED CODES:				
MISSING	8	853	3.0%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 3_20D

Tape Pos. 405-405
Format: I1

F1T3_20D IN DEPARTMENT CURRICULUM COMMITTEE

Department curriculum committee

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	13629	48.7%	48.8%
NO	2	13512	48.3%	51.2%
RESERVED CODES:				
MISSING	8	853	3.0%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 3_20E

Tape Pos. 406-406
Format: I1

F1T3_20E IN COMMITTEE WORK/SPECIAL ASSIGNMENT

Committee work or special assignment other than curriculum

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	10228	36.5%	37.2%
NO	2	16913	60.4%	62.8%
RESERVED CODES:				
MISSING	8	853	3.0%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 3_20F

Tape Pos. 407-407
Format: I1

F1T3_20F IN UNIVERSITY EXTENSION COURSES

University extension courses

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	3230	11.5%	12.7%
NO	2	23911	85.4%	87.3%
RESERVED CODES:				
MISSING	8	853	3.0%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 3_20G

Tape Pos. 408-408
Format: I1

F1T3_20G IN COLLEGE COURSES IN EDUC DURING SCH YR

College courses in EDUCATION during school year

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	3695	13.2%	14.4%
NO	2	23446	83.8%	85.6%
RESERVED CODES:				
MISSING	8	853	3.0%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 3_20H

Tape Pos. 409-409
Format: I1

F1T3_20H IN OTHER COLLEGE COURSES DURING SCHL YR

College courses in subject fields OTHER THAN EDUCATION during school year

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	3420	12.2%	13.0%
NO	2	23721	84.7%	87.0%
RESERVED CODES:				
MISSING	8	853	3.0%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 3_20I

Tape Pos. 410-410
Format: I1

F1T3_20I IN COLLEGE COURSES IN EDUC DURING SUMMER

College courses in EDUCATION during the summer

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	3312	11.8%	12.8%
NO	2	23823	85.1%	87.2%
RESERVED CODES:				
MISSING	8	853	3.0%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 3_20J

Tape Pos. 411-411
Format: I1

F1T3_20J IN OTHER COLLEGE COURSES DURING SUMMER

College courses in subjects OTHER THAN EDUCATION during the summer

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	3080	11.0%	11.5%
NO	2	24061	86.0%	88.5%
RESERVED CODES:				
MISSING	8	853	3.0%	(MISS)
TOTALS:		27994	100.0%	100.0%

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Question 3_20K

Tape Pos. 412-412
Format: I1

F1T3_20K IN PROFESSIONAL GROWTH ACTIVITIES

Professional growth activities sponsored by professional associations(s)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	10461	37.4%	37.6%
NO	2	16680	59.6%	62.4%
RESERVED CODES:				
MISSING	8	853	3.0%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 3_20L

Tape Pos. 413-413
Format: I1

F1T3_20L NOT IN ANY OF THE ABOVE ACTIVITIES

None of the above

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1608	5.7%	6.2%
NO	2	25533	91.2%	93.8%
RESERVED CODES:				
MISSING	8	853	3.0%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 3_21

Tape Pos. 414-415
Format: I2

F1T3_21 DAYS MISSED FROM TEACHNG IN 1ST SEMESTER

During the first semester of the current school year, how many days of teaching did you miss for any reasons? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO DAYS ABSENT	1	5493	19.6%	19.5%
1-2 DAYS ABSENT	2	11775	42.1%	42.6%
3-4 DAYS ABSENT	3	6540	23.4%	24.8%
5-7 DAYS ABSENT	4	2453	8.8%	9.6%
8-11 DAYS ABSENT	5	518	1.9%	1.9%
12 OR MORE DAYS ABSENT	6	393	1.4%	1.5%
RESERVED CODES:				
MULTIPLE RESPONSE	96	1	.0%	(MISS)
MISSING	98	821	2.9%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 3_22

Tape Pos. 416-417
Format: I2

F1T3_22 HOW OFTEN TEACHNG OBSERVD DURNG 1ST SEM.

How often did a supervisor or official from your school or district formally observe your teaching during the first semester of the current school year? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT ALLOWED TO OBSERVE	1	142	.5%	.7%
NEVER	2	8050	28.8%	27.0%
ONE TIME ONLY	3	10053	35.9%	37.8%
TWO TO THREE TIMES A SEMESTER/ TERM	4	8431	30.1%	32.2%
AT LEAST ONCE A MONTH	5	481	1.7%	2.0%
ONCE A WEEK AT LEAST	6	54	.2%	.3%
RESERVED CODES:				
MULTIPLE RESPONSE	96	2	.0%	(MISS)
MISSING	98	781	2.8%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 3_23

For the most recent full school week, please indicate about how much time you spent outside regular school hours on each of the following school-related activities:

Question 3_23AH

Tape Pos. 418-419
Format: I2

F1T323AH HOURS PLANNING AND PREPARING FOR TEACHNG

Planning and preparing for teaching

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 TO 40	1	26963	96.3%	100.0%
RESERVED CODES:				
MULTIPLE RESPONSE	96	9	.0%	(MISS)
MISSING	98	1022	3.7%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 3_23AM

Tape Pos. 420-421
Format: I2

F1T323AM MINUTES PLANNING/PREPARING FOR TEACHING

Planning and preparing for teaching

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 TO 57	1	26961	96.3%	100.0%
RESERVED CODES:				
MULTIPLE RESPONSE	96	11	.0%	(MISS)
MISSING	98	1022	3.7%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 3_23BH

Tape Pos. 422-423
Format: I2

F1T323BH HOURS CORRECTING PAPERS/HOMEWORK/TESTS

Correcting papers/homework/tests

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 TO 40	1	26803	95.7%	100.0%
RESERVED CODES:				
MULTIPLE RESPONSE	96	3	.0%	(MISS)
MISSING	98	1188	4.2%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 3_23BM

Tape Pos. 424-425
Format: I2

F1T323BM MINUTES CORRECTING PAPERS/HOMEWORK/TESTS

Correcting papers/homework/tests

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 TO 55	1	26803	95.7%	100.0%
RESERVED CODES:				
MULTIPLE RESPONSE	96	3	.0%	(MISS)
MISSING	98	1188	4.2%	(MISS)
TOTALS:		27994	100.0%	100.0%

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Question 3_23CH                               Tape Pos. 426-427
---------------                               Format: I2

F1T323CH  HOURS OTHER RECORD KEEPING/PAPERWORK

Other record keeping/paperwork

                                                   PER-    WGTD
     RESPONSE                 CODES      FREQ     CENT     PCT
    ----------              ---------   -----    -----   -----
0 TO 40......................       1   26377    94.2%  100.0%
RESERVED CODES:
  MULTIPLE RESPONSE..........      96       3      .0%  (MISS)
  MISSING....................      98    1614     5.8%  (MISS)
                                        -----    -----   -----
 TOTALS:                                27994   100.0%  100.0%
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Question 3_23CM                               Tape Pos. 428-429
---------------                               Format: I2

F1T323CM  MINUTES OTHER RECORD KEEPING/PAPERWORK

Other record keeping/paperwork

                                                   PER-    WGTD
     RESPONSE                 CODES      FREQ     CENT     PCT
    ----------              ---------   -----    -----   -----
0 TO 56......................       1   26377    94.2%  100.0%
RESERVED CODES:
  MULTIPLE RESPONSE..........      96       3      .0%  (MISS)
  MISSING....................      98    1614     5.8%  (MISS)
                                        -----    -----   -----
 TOTALS:                                27994   100.0%  100.0%
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---------------
Question 3_23DH                               Tape Pos. 430-431
---------------                               Format: I2

F1T323DH  HOURS MEETING WITH OTHER TEACHERS

Meeting with other teachers on lesson planning, curriculum
development, guidance

                                                   PER-    WGTD
     RESPONSE                 CODES      FREQ     CENT     PCT
    ----------              ---------   -----    -----   -----
0 TO 40......................       1   26543    94.8%  100.0%
RESERVED CODES:
  MULTIPLE RESPONSE..........      96       1      .0%  (MISS)
  MISSING....................      98    1450     5.2%  (MISS)
                                        -----    -----   -----
 TOTALS:                                27994   100.0%  100.0%
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Question 3_23DM                               Tape Pos. 432-433
---------------                               Format: I2

F1T323DM  MINUTES MEETING WITH OTHER TEACHERS

Meeting with other teachers on lesson planning, curriculum
development, guidance

                                                   PER-    WGTD
     RESPONSE                 CODES      FREQ     CENT     PCT
    ----------              ---------   -----    -----   -----
0 TO 55......................       1   26543    94.8%  100.0%
RESERVED CODES:
  MULTIPLE RESPONSE..........      96       1      .0%  (MISS)
  MISSING....................      98    1450     5.2%  (MISS)
                                        -----    -----   -----
 TOTALS:                                27994   100.0%  100.0%
```

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---------------
Question 3_23EH                               Tape Pos. 434-435
---------------                               Format: I2

F1T323EH  HOURS COORDINATING CURRICULUM AREA/DEPT.

Coordinating a curriculum area or department

                                                   PER-    WGTD
     RESPONSE                 CODES      FREQ     CENT     PCT
    ----------              ---------   -----    -----   -----
0 TO 40......................       1   26201    93.6%  100.0%
RESERVED CODES:
  MULTIPLE RESPONSE..........      96       3      .0%  (MISS)
  MISSING....................      98    1790     6.4%  (MISS)
                                        -----    -----   -----
 TOTALS:                                27994   100.0%  100.0%
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---------------
Question 3_23EM                               Tape Pos. 436-437
---------------                               Format: I2

F1T323EM  MINUTES COORDINATNG CURRICULUM AREA/DEPT

Coordinating a curriculum area or department

                                                   PER-    WGTD
     RESPONSE                 CODES      FREQ     CENT     PCT
    ----------              ---------   -----    -----   -----
0 TO 50......................       1   26201    93.6%  100.0%
RESERVED CODES:
  MULTIPLE RESPONSE..........      96       3      .0%  (MISS)
  MISSING....................      98    1790     6.4%  (MISS)
                                        -----    -----   -----
 TOTALS:                                27994   100.0%  100.0%
```

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---------------
Question 3_23FH                               Tape Pos. 438-439
---------------                               Format: I2

F1T323FH  HOURS SUPERVISING STUDENTS

Supervising students (field trips, study hall)

                                                   PER-    WGTD
     RESPONSE                 CODES      FREQ     CENT     PCT
    ----------              ---------   -----    -----   -----
0 TO 40......................       1   26120    93.3%  100.0%
RESERVED CODES:
  MULTIPLE RESPONSE..........      96       1      .0%  (MISS)
  MISSING....................      98    1873     6.7%  (MISS)
                                        -----    -----   -----
 TOTALS:                                27994   100.0%  100.0%
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Question 3_23FM                               Tape Pos. 440-441
---------------                               Format: I2

F1T323FM  MINUTES SUPERVISING STUDENTS

Supervising students (field trips, study hall)

                                                   PER-    WGTD
     RESPONSE                 CODES      FREQ     CENT     PCT
    ----------              ---------   -----    -----   -----
0 TO 58......................       1   26120    93.3%  100.0%
RESERVED CODES:
  MULTIPLE RESPONSE..........      96       1      .0%  (MISS)
  MISSING....................      98    1873     6.7%  (MISS)
                                        -----    -----   -----
 TOTALS:                                27994   100.0%  100.0%
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NELS:88 FFU TEACHER QUESTIONNAIRE

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---------------
Question 3_23GH                                  Tape Pos. 442-443
---------------                                  Format: I2

F1T323GH  HOURS COACHNG EXTRACURRICULAR ACTIVITIES

Coaching or advising extracurricular activities

                                                          PER-   WGTD
     RESPONSE                       CODES       FREQ     CENT    PCT
    ----------                    --------     -----    -----   -----
O TO 40...........................       1     26134    93.4%  100.0%
RESERVED CODES:
  MULTIPLE RESPONSE...........          96         2      .0%  (MISS)
  MISSING.....................          98      1858     6.6%  (MISS)
                                               -----    -----   -----
 TOTALS:                                       27994   100.0%  100.0%
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Question 3_23GM                                  Tape Pos. 444-445
---------------                                  Format: I2

F1T323GM  MINUTES COACHNG EXTRACURRICULAR ACTIVITY

Coaching or advising extracurricular activities

                                                          PER-   WGTD
     RESPONSE                       CODES       FREQ     CENT    PCT
    ----------                    --------     -----    -----   -----
O TO 55...........................       1     26134    93.4%  100.0%
RESERVED CODES:
  MULTIPLE RESPONSE...........          96         2      .0%  (MISS)
  MISSING.....................          98      1858     6.6%  (MISS)
                                               -----    -----   -----
 TOTALS:                                       27994   100.0%  100.0%
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Question 3_23HH                                  Tape Pos. 446-447
---------------                                  Format: I2

F1T323HH  HOURS COMMUNICATING WITH PARENTS

Communicating with parents/parent conference

                                                          PER-   WGTD
     RESPONSE                       CODES       FREQ     CENT    PCT
    ----------                    --------     -----    -----   -----
O TO 40...........................       1     26415    94.4%  100.0%
RESERVED CODES:
  MISSING.....................          98      1579     5.6%  (MISS)
                                               -----    -----   -----
 TOTALS:                                       27994   100.0%  100.0%
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Question 3_23HM                                  Tape Pos. 448-449
---------------                                  Format: I2

F1T323HM  MINUTES COMMUNICATING WITH PARENTS

Communicating with parents/parent conference

                                                          PER-   WGTD
     RESPONSE                       CODES       FREQ     CENT    PCT
    ----------                    --------     -----    -----   -----
O TO 55...........................       1     26415    94.4%  100.0%
RESERVED CODES:
  MULTIPLE RESPONSE...........          96         1      .0%  (MISS)
  MISSING.....................          98      1578     5.6%  (MISS)
                                               -----    -----   -----
 TOTALS:                                       27994   100.0%  100.0%
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Question 3_23IH                                  Tape Pos. 450-451
---------------                                  Format: I2

F1T323IH  HOURS TUTORING INDIVIDUAL STUDENTS

Tutoring individual students

                                                          PER-   WGTD
     RESPONSE                       CODES       FREQ     CENT    PCT
    ----------                    --------     -----    -----   -----
O TO 40...........................       1     26500    94.7%  100.0%
RESERVED CODES:
  MULTIPLE RESPONSE...........          96         2      .0%  (MISS)
  MISSING.....................          98      1492     5.3%  (MISS)
                                               -----    -----   -----
 TOTALS:                                       27994   100.0%  100.0%
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Question 3_23IM                                  Tape Pos. 452-453
---------------                                  Format: I2

F1T323IM  MINUTES TUTORING INDIVIDUAL STUDENTS

Tutoring individual students

                                                          PER-   WGTD
     RESPONSE                       CODES       FREQ     CENT    PCT
    ----------                    --------     -----    -----   -----
O TO 57...........................       1     26500    94.7%  100.0%
RESERVED CODES:
  MULTIPLE RESPONSE...........          96         2      .0%  (MISS)
  MISSING.....................          98      1492     5.3%  (MISS)
                                               -----    -----   -----
 TOTALS:                                       27994   100.0%  100.0%
```

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Question 3_23JH                                  Tape Pos. 454-455
---------------                                  Format: I2

F1T323JH  HOURS IN ACADEMC COUNSELING WITH STUDNTS

Academic counseling with students

                                                          PER-   WGTD
     RESPONSE                       CODES       FREQ     CENT    PCT
    ----------                    --------     -----    -----   -----
O TO 40...........................       1     26178    93.5%  100.0%
RESERVED CODES:
  MULTIPLE RESPONSE...........          96         9      .0%  (MISS)
  MISSING.....................          98      1807     6.5%  (MISS)
                                               -----    -----   -----
 TOTALS:                                       27994   100.0%  100.0%
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Question 3_23JM                                  Tape Pos. 456-457
---------------                                  Format: I2

F1T323JM  MINUTES ACADEMIC COUNSELING WITH STUDNTS

Academic counseling with students

                                                          PER-   WGTD
     RESPONSE                       CODES       FREQ     CENT    PCT
    ----------                    --------     -----    -----   -----
O TO 55...........................       1     26176    93.5%  100.0%
RESERVED CODES:
  MULTIPLE RESPONSE...........          96        11      .0%  (MISS)
  MISSING.....................          98      1807     6.5%  (MISS)
                                               -----    -----   -----
 TOTALS:                                       27994   100.0%  100.0%
```

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Question 3_23KH

Tape Pos. 458-459
Format: I2

F1T323KH HOURS PERSONAL COUNSELING WITH STUDENTS

Personal counseling with students

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 TO 30	1	26109	93.3%	100.0%
RESERVED CODES:				
MISSING	98	1885	6.7%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 3_23KM

Tape Pos. 460-461
Format: I2

F1T323KM MINUTES PERSONAL COUNSELING WITH STUDNTS

Personal counseling with students

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 TO 55	1	26108	93.3%	100.0%
RESERVED CODES:				
MULTIPLE RESPONSE	96	1	.0%	(MISS)
MISSING	98	1885	6.7%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 3_23LH

Tape Pos. 462-463
Format: I2

F1T323LH HOURS OF INFORMAL STUDNT/TEACHER CONTACT

Informal student/teacher contact

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 TO 40	1	26362	94.2%	100.0%
RESERVED CODES:				
MULTIPLE RESPONSE	96	4	.0%	(MISS)
MISSING	98	1628	5.8%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 3_23LM

Tape Pos. 464-465
Format: I2

F1T323LM MINUTES INFORMAL STUDENT/TEACHER CONTACT

Informal student/teacher contact

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 TO 55	1	26362	94.2%	100.0%
RESERVED CODES:				
MULTIPLE RESPONSE	96	4	.0%	(MISS)
MISSING	98	1628	5.8%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 3_23MH

Tape Pos. 466-467
Format: I2

F1T323MH HOURS KEEPING UP-TO-DATE IN FIELD

Keeping up-to-date in my field

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 TO 40	1	26387	94.3%	100.0%
RESERVED CODES:				
MISSING	98	1607	5.7%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 3_23MM

Tape Pos. 468-469
Format: I2

F1T323MM MINUTES KEEPING UP-TO-DATE IN FIELD

Keeping up-to-date in my field

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 TO 59	1	26387	94.3%	100.0%
RESERVED CODES:				
MISSING	98	1607	5.7%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 3_24

Indicate the importance you give to each of the following in setting grades for students in your classes (exclude special education students). (MARK ONE ON EACH LINE)

Question 3_24A

Tape Pos. 470-470
Format: I1

F1T3_24A IMP. OF LEVEL OF ACHIEVEMENT IN GRADING

Absolute level of achievement

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	451	1.6%	1.7%
SOMEWHAT IMPORTANT	2	5595	20.0%	21.5%
VERY IMPORTANT	3	13530	48.3%	50.5%
EXTREMELY IMPORTANT	4	7284	26.0%	26.4%
RESERVED CODES:				
MISSING	8	1134	4.1%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 3_24B

Tape Pos. 471-471
Format: I1

F1T3_24B IMP. OF RELATIVE ACHIEVEMENT IN GRADING

Achievement relative to the rest of the class

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	5019	17.9%	19.1%
SOMEWHAT IMPORTANT	2	12977	46.4%	47.5%
VERY IMPORTANT	3	7566	27.0%	28.6%
EXTREMELY IMPORTANT	4	1350	4.8%	4.7%
RESERVED CODES:				
MULTIPLE RESPONSE	6	6	.0%	(MISS)
MISSING	8	1076	3.8%	(MISS)
TOTALS:		27994	100.0%	100.0%

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Question 3_24C
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                                                 Tape Pos. 472-472
                                                 Format: I1
FIT3_24C  IMP. OF INDIVIDUAL IMPROVEMENT IN GRADNG

Individual improvement or progress over past performance

     RESPONSE                                               PER-    WGTD
    ----------                      CODES      FREQ        CENT     PCT
NOT IMPORTANT...................   ---------   -----      -----    -----
SOMEWHAT IMPORTANT..............         1      1015       3.6%     3.4%
VERY IMPORTANT..................         2      8044      28.7%    29.0%
EXTREMELY IMPORTANT.............         3     12498      44.6%    46.5%
RESERVED CODES:                          4      5369      19.2%    21.0%
  MULTIPLE RESPONSE.............
  MISSING.......................         6         8        .0%  (MISS)
                                         8      1060       3.8%  (MISS)
TOTALS:                                        -----      -----    -----
                                               27994     100.0%   100.0%
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Question 3_24D
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                                                 Tape Pos. 473-473
                                                 Format: I1
FIT3_24D  IMPORTANCE OF EFFORT IN GRADING

Effort

     RESPONSE                                               PER-    WGTD
    ----------                      CODES      FREQ        CENT     PCT
NOT IMPORTANT...................   ---------   -----      -----    -----
SOMEWHAT IMPORTANT..............         1       564       2.0%     2.0%
VERY IMPORTANT..................         2      5875      21.0%    21.0%
EXTREMELY IMPORTANT.............         3     11529      41.2%    42.3%
RESERVED CODES:                          4      8971      32.0%    34.6%
  MULTIPLE RESPONSE.............
  MISSING.......................         6         9        .0%  (MISS)
                                         8      1046       3.7%  (MISS)
TOTALS:                                        -----      -----    -----
                                               27994     100.0%   100.0%
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Question 3_24E
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                                                 Tape Pos. 474-474
                                                 Format: I1
FIT3_24E  IMP. OF CLASS PARTICIPATION IN GRADING

Class participation

     RESPONSE                                               PER-    WGTD
    ----------                      CODES      FREQ        CENT     PCT
NOT IMPORTANT...................   ---------   -----      -----    -----
SOMEWHAT IMPORTANT..............         1      1186       4.2%     3.9%
VERY IMPORTANT..................         2     10717      38.3%    38.9%
EXTREMELY IMPORTANT.............         3     11852      42.3%    44.2%
RESERVED CODES:                          4      3238      11.6%    12.9%
  MULTIPLE RESPONSE.............
  MISSING.......................         6         9        .0%  (MISS)
                                         8       992       3.5%  (MISS)
TOTALS:                                        -----      -----    -----
                                               27994     100.0%   100.0%
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Question 3_24F
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                                                 Tape Pos. 475-475
                                                 Format: I1
FIT3_24F  IMPORTANCE OF COMPLETNG HMEWRK IN GRADNG

Completing homework assignments

     RESPONSE                                               PER-    WGTD
    ----------                      CODES      FREQ        CENT     PCT
NOT IMPORTANT...................   ---------   -----      -----    -----
SOMEWHAT IMPORTANT..............         1       266       1.0%      .9%
VERY IMPORTANT..................         2      3939      14.1%    14.0%
EXTREMELY IMPORTANT.............         3     13962      49.9%    51.5%
RESERVED CODES:                          4      8816      31.5%    33.7%
  MULTIPLE RESPONSE.............
  MISSING.......................         6         3        .0%  (MISS)
                                         8      1008       3.6%  (MISS)
TOTALS:                                        -----      -----    -----
                                               27994     100.0%   100.0%
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Question 3_24G
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                                                 Tape Pos. 476-476
                                                 Format: I1
FIT3_24G  IMP. OF CONSISTENT ATTENDANCE IN GRADING

Consistently attending class

     RESPONSE                                               PER-    WGTD
    ----------                      CODES      FREQ        CENT     PCT
NOT IMPORTANT...................   ---------   -----      -----    -----
SOMEWHAT IMPORTANT..............         1      1755       6.3%     5.7%
VERY IMPORTANT..................         2      4401      15.7%    15.6%
EXTREMELY IMPORTANT.............         3     11057      39.5%    40.9%
RESERVED CODES:                          4      9768      34.9%    37.8%
  MULTIPLE RESPONSE.............
  MISSING.......................         6         9        .0%  (MISS)
                                         8      1004       3.6%  (MISS)
TOTALS:                                        -----      -----    -----
                                               27994     100.0%   100.0%
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PART IV SCHOOL CLIMATE

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Question 4_1
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Using the scale provided, please indicate the extent to
which you agree or disagree with each of the following
statements.
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Question 4_1A
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                                                 Tape Pos. 477-478
                                                 Format: I2
FIT4_1A  COORDINATE COURSE CONTENT W/DEPT TEACHRS

I make a conscious effort to coordinate the content of my
courses with teachers in my department/curricular area

     RESPONSE                                               PER-    WGTD
    ----------                      CODES      FREQ        CENT     PCT
STRONGLY DISAGREE...............   ---------   -----      -----    -----
DISAGREE........................         1       337       1.2%     1.5%
DISAGREE SOMEWHAT...............         2       624       2.2%     2.3%
AGREE SOMEWHAT..................         3       672       2.4%     2.7%
AGREE...........................         4      5236      18.7%    19.8%
STRONGLY AGREE..................         5     10847      38.7%    39.6%
RESERVED CODES:                          6      9354      33.4%    34.2%
  MULTIPLE RESPONSE.............
  MISSING.......................        96        15        .1%  (MISS)
                                        98       909       3.2%  (MISS)
TOTALS:                                        -----      -----    -----
                                               27994     100.0%   100.0%
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Question 4_1B
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                                                 Tape Pos. 479-480
                                                 Format: I2
FIT4_1B  CAN COUNT ON STAFF MEMBERS TO HELP OUT

You can count on most staff members to help out anywhere,
anytime -- even though it may not be part of their official
assignment

     RESPONSE                                               PER-    WGTD
    ----------                      CODES      FREQ        CENT     PCT
STRONGLY DISAGREE...............   ---------   -----      -----    -----
DISAGREE........................         1       479       1.7%     1.9%
DISAGREE SOMEWHAT...............         2      1451       5.2%     5.7%
AGREE SOMEWHAT..................         3      1982       7.1%     7.4%
AGREE...........................         4      6815      24.3%    25.0%
STRONGLY AGREE..................         5     10385      37.1%    37.7%
RESERVED CODES:                          6      6032      21.5%    22.3%
  MISSING.......................
                                        98       850       3.0%  (MISS)
TOTALS:                                        -----      -----    -----
                                               27994     100.0%   100.0%
```

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Question 4_1C

Tape Pos. 481-482
Format: I2

F1T4_1C COLLEAGUES SHARE BELIEFS ABOUT MISSION

Most of my departmental colleagues share my beliefs and values about the central mission of the school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	278	1.0%	1.2%
DISAGREE	2	862	3.1%	3.2%
DISAGREE SOMEWHAT	3	1478	5.3%	5.8%
AGREE SOMEWHAT	4	5722	20.4%	21.2%
AGREE	5	12498	44.6%	46.0%
STRONGLY AGREE	6	6135	21.9%	22.7%
RESERVED CODES:				
MULTIPLE RESPONSE	96	4	.0%	(MISS)
MISSING	98	1017	3.6%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_1D

Tape Pos. 483-484
Format: I2

F1T4_1D SUCCESS/FAILURE DUE TO FACTORS BEYOND ME

My success or failure in teaching students is due primarily to factors beyond my control rather than to my own effort and ability

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	4284	15.3%	15.4%
DISAGREE	2	5774	20.6%	21.3%
DISAGREE SOMEWHAT	3	3941	14.1%	15.0%
AGREE SOMEWHAT	4	5992	21.4%	21.8%
AGREE	5	4094	14.6%	15.6%
STRONGLY AGREE	6	2863	10.2%	10.9%
RESERVED CODES:				
MULTIPLE RESPONSE	96	7	.0%	(MISS)
MISSING	98	1039	3.7%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_1E

Tape Pos. 485-486
Format: I2

F1T4_1E STUDNT MISBEHAVIOR INTERFERES W/TEACHING

The level of student misbehavior (e.g., noise, horseplay, or fighting in the halls, cafeteria, or student lounge) in this school interferes with my teaching

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	5032	18.0%	16.6%
DISAGREE	2	7992	28.5%	29.7%
DISAGREE SOMEWHAT	3	2913	10.4%	10.7%
AGREE SOMEWHAT	4	6100	21.8%	23.5%
AGREE	5	3067	11.0%	11.9%
STRONGLY AGREE	6	1936	6.9%	7.5%
RESERVED CODES:				
MULTIPLE RESPONSE	96	3	.0%	(MISS)
MISSING	98	951	3.4%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_1F

Tape Pos. 487-488
Format: I2

F1T4_1F PRINCIPAL POOR AT GETTING RESOURCES

The principal does a poor job of getting resources for this school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	7546	27.0%	27.4%
DISAGREE	2	10282	36.7%	38.2%
DISAGREE SOMEWHAT	3	3846	13.7%	14.6%
AGREE SOMEWHAT	4	2939	10.5%	11.5%
AGREE	5	1305	4.7%	5.0%
STRONGLY AGREE	6	775	2.8%	3.4%
RESERVED CODES:				
MULTIPLE RESPONSE	96	13	.0%	(MISS)
MISSING	98	1288	4.6%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_1G

Tape Pos. 489-490
Format: I2

F1T4_1G PRINCIPAL DEALS WITH OUTSIDE PRESSURES

The principal deals effectively with pressures from outside the school that interfere with my teaching

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	1553	5.5%	6.1%
DISAGREE	2	2205	7.9%	8.4%
DISAGREE SOMEWHAT	3	2633	9.4%	10.0%
AGREE SOMEWHAT	4	4713	16.8%	18.1%
AGREE	5	10689	38.2%	38.5%
STRONGLY AGREE	6	4900	17.5%	18.8%
RESERVED CODES:				
MULTIPLE RESPONSE	96	2	.0%	(MISS)
MISSING	98	1299	4.6%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_1H

Tape Pos. 491-492
Format: I2

F1T4_1H PRINCIPAL MAKES PLANS & CARRIES THEM OUT

The principal sets priorities, makes plans, and sees that they are carried out

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	1264	4.5%	4.8%
DISAGREE	2	2017	7.2%	7.6%
DISAGREE SOMEWHAT	3	2376	8.5%	9.0%
AGREE SOMEWHAT	4	6435	23.0%	24.3%
AGREE	5	10103	36.1%	37.3%
STRONGLY AGREE	6	4478	16.0%	17.0%
RESERVED CODES:				
MULTIPLE RESPONSE	96	15	.1%	(MISS)
MISSING	98	1306	4.7%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_1I

Tape Pos. 493-494
Format: I2

F1T4_1I STUDENTS INCAPABLE OF LEARNING MATERIAL

Many of the students I teach are not capable of learning the material I am supposed to teach them

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	6688	23.9%	23.4%
DISAGREE	2	9226	33.0%	34.0%
DISAGREE SOMEWHAT	3	3733	13.3%	14.4%
AGREE SOMEWHAT	4	4422	15.8%	16.8%
AGREE	5	1941	6.9%	7.4%
STRONGLY AGREE	6	1066	3.8%	4.0%
RESERVED CODES:				
MULTIPLE RESPONSE	96	3	.0%	(MISS)
MISSING	98	915	3.3%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_1J

Tape Pos. 495-496
Format: I2

F1T4_1J GOALS/PRIORITIES FOR THE SCHL ARE CLEAR

Goals and priorities for the school are clear

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	868	3.1%	3.3%
DISAGREE	2	1977	7.1%	7.3%
DISAGREE SOMEWHAT	3	2779	9.9%	10.3%
AGREE SOMEWHAT	4	6079	21.7%	22.6%
AGREE	5	11113	39.7%	40.9%
STRONGLY AGREE	6	4155	14.8%	15.6%
RESERVED CODES:				
MULTIPLE RESPONSE	96	18	.1%	(MISS)
MISSING	98	1005	3.6%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_1K

Tape Pos. 497-498
Format: I2

F1T4_1K STAFF SELDOM EVALUATES ITS PROGRAMS

The staff seldom evaluates its programs and activities

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	3932	14.0%	14.5%
DISAGREE	2	9333	33.3%	35.1%
DISAGREE SOMEWHAT	3	4974	17.8%	18.0%
AGREE SOMEWHAT	4	4488	16.0%	16.5%
AGREE	5	3079	11.0%	11.9%
STRONGLY AGREE	6	1023	3.7%	4.0%
RESERVED CODES:				
MISSING	98	1165	4.2%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_1L

Tape Pos. 499-500
Format: I2

F1T4_1L STAFF MEMBRS RECOGNIZD FOR JOB WELL DONE

Staff members are recognized for a job well done

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	2358	8.4%	9.6%
DISAGREE	2	3954	14.1%	14.6%
DISAGREE SOMEWHAT	3	3996	14.3%	14.6%
AGREE SOMEWHAT	4	7960	28.4%	29.2%
AGREE	5	6911	24.7%	25.4%
STRONGLY AGREE	6	1757	6.3%	6.7%
RESERVED CODES:				
MULTIPLE RESPONSE	96	1	.0%	(MISS)
MISSING	98	1057	3.8%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_1M

Tape Pos. 501-502
Format: I2

F1T4_1M TARDINESS/CUTTING INTERFERE WITH TEACHNG

The amount of student tardiness and class cutting in this school interferes with my teaching

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	3710	13.3%	12.4%
DISAGREE	2	6476	23.1%	24.1%
DISAGREE SOMEWHAT	3	2773	9.9%	10.8%
AGREE SOMEWHAT	4	6227	22.2%	23.4%
AGREE	5	4738	16.9%	17.3%
STRONGLY AGREE	6	3097	11.1%	12.0%
RESERVED CODES:				
MULTIPLE RESPONSE	96	7	.0%	(MISS)
MISSING	98	966	3.5%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_1N

Tape Pos. 503-504
Format: I2

F1T4_1N COORDINATE CONTENT W/TCHRS OUTSIDE DEPT.

I make a conscious effort to coordinate the content of my course with teachers outside my department/curricular area

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	1867	6.7%	7.1%
DISAGREE	2	6611	23.6%	24.3%
DISAGREE SOMEWHAT	3	4035	14.4%	15.2%
AGREE SOMEWHAT	4	8166	29.2%	30.3%
AGREE	5	4824	17.2%	17.7%
STRONGLY AGREE	6	1341	4.8%	5.4%
RESERVED CODES:				
MULTIPLE RESPONSE	96	4	.0%	(MISS)
MISSING	98	1146	4.1%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_1O

Tape Pos. 505-506
Format: I2

F1T4_1O PRINCIPL KNOWS WHAT KIND OF SCH HE WANTS

The principal knows what kind of school he/she wants and has communicated it to the staff

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	1200	4.3%	4.7%
DISAGREE	2	2063	7.4%	7.3%
DISAGREE SOMEWHAT	3	2592	9.3%	9.6%
AGREE SOMEWHAT	4	5980	21.4%	22.3%
AGREE	5	9779	34.9%	35.7%
STRONGLY AGREE	6	5273	18.8%	20.3%
RESERVED CODES:				
MULTIPLE RESPONSE	96	1	.0%	(MISS)
MISSING	98	1106	4.0%	(MISS)
TOTALS:		27994	100.0%	100.0%

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Question 4_1P

Tape Pos. 507-508
Format: I2

F1T4_1P ADMINISTRATN KNOWS PRBLMS FACED BY STAFF

This school's administration knows the problems faced by the staff

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
STRONGLY DISAGREE	1	1604	5.7%	5.9%
DISAGREE	2	2641	9.4%	9.9%
DISAGREE SOMEWHAT	3	3534	12.6%	13.4%
AGREE SOMEWHAT	4	6767	24.2%	25.0%
AGREE	5	9272	33.1%	33.5%
STRONGLY AGREE	6	3113	11.1%	12.3%
RESERVED CODES:				
MULTIPLE RESPONSE	96	16	.1%	(MISS)
MISSING	98	1047	3.7%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_1Q

Tape Pos. 509-510
Format: I2

F1T4_1Q ENCOURAGED TO EXPERIMENT WITH TEACHING

In this school I am encouraged to experiment with my teaching

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
STRONGLY DISAGREE	1	1112	4.0%	4.4%
DISAGREE	2	2159	7.7%	8.4%
DISAGREE SOMEWHAT	3	2831	10.1%	10.7%
AGREE SOMEWHAT	4	7849	28.0%	29.1%
AGREE	5	9263	33.1%	34.3%
STRONGLY AGREE	6	3742	13.4%	13.0%
RESERVED CODES:				
MISSING	98	1038	3.7%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_2

Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements. (MARK ONE ON EACH LINE)

Question 4_2A

Tape Pos. 511-512
Format: I2

F1T4_2A ROUTINE DUTIES INTERFERE WITH TEACHING

Routine duties and paperwork interfere with my job of teaching

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
STRONGLY DISAGREE	1	1053	3.8%	3.5%
DISAGREE	2	3690	13.2%	13.4%
DISAGREE SOMEWHAT	3	2775	9.9%	10.0%
AGREE SOMEWHAT	4	9226	33.0%	33.8%
AGREE	5	6526	23.3%	24.2%
STRONGLY AGREE	6	3840	13.7%	15.0%
RESERVED CODES:				
MULTIPLE RESPONSE	96	2	.0%	(MISS)
MISSING	98	882	3.2%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_2B

Tape Pos. 513-514
Format: I2

F1T4_2B DEPARTMENT CHAIR'S BEHAVR IS SUPPORTIVE

The department's chair or curricular area coordinator's behavior toward staff is supportive and encouraging

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
STRONGLY DISAGREE	1	843	3.0%	3.5%
DISAGREE	2	909	3.2%	3.4%
DISAGREE SOMEWHAT	3	1265	4.5%	4.8%
AGREE SOMEWHAT	4	3761	13.4%	14.7%
AGREE	5	10947	39.1%	40.8%
STRONGLY AGREE	6	8831	31.5%	32.8%
RESERVED CODES:				
MULTIPLE RESPONSE	96	2	.0%	(MISS)
MISSING	98	1436	5.1%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_2C

Tape Pos. 515-516
Format: I2

F1T4_2C TEACHERS AT SCH ARE CONTINUALLY LEARNING

Teachers in this school are continually learning and seeking new ideas

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
STRONGLY DISAGREE	1	468	1.7%	1.8%
DISAGREE	2	1350	4.8%	5.1%
DISAGREE SOMEWHAT	3	3053	10.9%	11.7%
AGREE SOMEWHAT	4	9765	34.9%	36.4%
AGREE	5	9492	33.9%	35.1%
STRONGLY AGREE	6	2720	9.7%	9.8%
RESERVED CODES:				
MULTIPLE RESPONSE	96	17	.1%	(MISS)
MISSING	98	1129	4.0%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_2D

Tape Pos. 517-518
Format: I2

F1T4_2D NECESSARY MATERIALS READILY AVAILABLE

Necessary materials (e.g., textbooks, supplies, copy machine) are readily available as needed by staff

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
STRONGLY DISAGREE	1	1196	4.3%	5.3%
DISAGREE	2	2033	7.3%	8.0%
DISAGREE SOMEWHAT	3	3136	11.2%	12.4%
AGREE SOMEWHAT	4	5821	20.8%	22.0%
AGREE	5	10243	36.6%	36.8%
STRONGLY AGREE	6	4592	16.4%	15.6%
RESERVED CODES:				
MULTIPLE RESPONSE	96	9	.0%	(MISS)
MISSING	98	964	3.4%	(MISS)
TOTALS:		27994	100.0%	100.0%

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Question 4_2E

Tape Pos. 519-520
Format: I2

F1T4_2E GREAT DEAL COOPERATVE EFFORT AMONG STAFF

There is a great deal of cooperative effort among staff members

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	541	1.9%	2.1%
DISAGREE	2	1446	5.2%	5.7%
DISAGREE SOMEWHAT	3	2882	10.3%	10.7%
AGREE SOMEWHAT	4	8276	29.6%	30.6%
AGREE	5	9945	35.5%	36.7%
STRONGLY AGREE	6	3850	13.8%	14.1%
RESERVED CODES:				
MULTIPLE RESPONSE	96	2	.0%	(MISS)
MISSING	98	1052	3.8%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_2F

Tape Pos. 521-522
Format: I2

F1T4_2F BROAD AGREEMNT AMONG FACULTY ABOUT MISSN

There is broad agreement among the entire school faculty about the central mission of the school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	897	3.2%	3.6%
DISAGREE	2	2041	7.3%	7.4%
DISAGREE SOMEWHAT	3	3685	13.2%	13.7%
AGREE SOMEWHAT	4	8598	30.7%	31.6%
AGREE	5	9079	32.4%	34.0%
STRONGLY AGREE	6	2597	9.3%	9.6%
RESERVED CODES:				
MULTIPLE RESPONSE	96	7	.0%	(MISS)
MISSING	98	1090	3.9%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_2G

Tape Pos. 523-524
Format: I2

F1T4_2G USUALLY LOOK FORWARD TO EACH WORKING DAY

I usually look forward to each working day at this school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	536	1.9%	2.3%
DISAGREE	2	1238	4.4%	4.8%
DISAGREE SOMEWHAT	3	2027	7.2%	7.9%
AGREE SOMEWHAT	4	6366	22.7%	24.0%
AGREE	5	12469	44.5%	45.6%
STRONGLY AGREE	6	4360	15.6%	15.4%
RESERVED CODES:				
MULTIPLE RESPONSE	96	8	.0%	(MISS)
MISSING	98	990	3.5%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_2H

Tape Pos. 525-526
Format: I2

F1T4_2H SCHOOL SEEMS LIKE A BIG FAMILY

This school seems like a big family; everyone is so close and cordial

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	2463	8.8%	8.4%
DISAGREE	2	4244	15.2%	15.7%
DISAGREE SOMEWHAT	3	5425	19.4%	20.0%
AGREE SOMEWHAT	4	8866	31.7%	33.4%
AGREE	5	4495	16.1%	16.1%
STRONGLY AGREE	6	1481	5.3%	5.4%
RESERVED CODES:				
MULTIPLE RESPONSE	96	11	.0%	(MISS)
MISSING	98	1009	3.6%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_2I

Tape Pos. 576-528
Format: I2

F1T4_2I PRINCIPAL LETS STAFF KNOW WHAT'S EXPECTD

The principal lets staff members know what is expected of them

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	994	3.6%	4.0%
DISAGREE	2	1810	6.5%	6.8%
DISAGREE SOMEWHAT	3	3127	11.2%	11.7%
AGREE SOMEWHAT	4	6935	24.8%	25.3%
AGREE	5	10450	37.3%	38.0%
STRONGLY AGREE	6	3570	12.8%	14.1%
RESERVED CODES:				
MULTIPLE RESPONSE	96	5	.0%	(MISS)
MISSING	98	1103	3.9%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_2J

Tape Pos. 529-530
Format: I2

F1T4_2J FEEL WASTE OF TIME TO DO BEST AT TEACHNG

I sometimes feel it is a waste of time to try to do my best as a teacher

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	8970	32.0%	31.8%
DISAGREE	2	6805	24.3%	25.2%
DISAGREE SOMEWHAT	3	2983	10.7%	11.6%
AGREE SOMEWHAT	4	5101	18.2%	19.2%
AGREE	5	2230	8.0%	8.6%
STRONGLY AGREE	6	916	3.3%	3.7%
RESERVED CODES:				
MULTIPLE RESPONSE	96	8	.0%	(MISS)
MISSING	98	981	3.5%	(MISS)
TOTALS:		27994	100.0%	100.0%

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Question 4_2K

Tape Pos. 531-532
Format: I2

F1T4_2K PRINCIPAL IS INTERESTED IN INNOVATION

The principal is interested in innovation and new ideas

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	1274	4.6%	5.0%
DISAGREE	2	1844	6.6%	7.2%
DISAGREE SOMEWHAT	3	2936	10.5%	10.7%
AGREE SOMEWHAT	4	7762	27.7%	29.6%
AGREE	5	9129	32.6%	33.5%
STRONGLY AGREE	6	3774	13.5%	14.0%
RESERVED CODES:				
MULTIPLE RESPONSE	96	3	.0%	(MISS)
MISSING	98	1272	4.5%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_2L

Tape Pos. 533-534
Format: I2

F1T4_2L RULES FOR STUDENT BEHAVIOR ARE ENFORCED

Rules for student behavior are consistently enforced in this school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	3877	13.8%	14.9%
DISAGREE	2	4025	14.4%	14.5%
DISAGREE SOMEWHAT	3	4217	15.1%	15.4%
AGREE SOMEWHAT	4	5926	21.2%	21.7%
AGREE	5	6751	24.1%	24.8%
STRONGLY AGREE	6	2161	7.7%	8.6%
RESERVED CODES:				
MISSING	98	1037	3.7%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_2M

Tape Pos. 535-536
Format: I2

F1T4_2M PRINCIPAL CONSULT STAFF BEFORE DECISIONS

The principal usually consults with staff members before he/she makes decisions that affect us

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	3051	10.9%	11.6%
DISAGREE	2	3986	14.2%	14.4%
DISAGREE SOMEWHAT	3	4290	15.3%	16.0%
AGREE SOMEWHAT	4	7068	25.2%	26.6%
AGREE	5	6605	23.6%	24.3%
STRONGLY AGREE	6	1808	6.5%	7.1%
RESERVED CODES:				
MULTIPLE RESPONSE	96	3	.0%	(MISS)
MISSING	98	1183	4.2%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_2N

Tape Pos. 537-538
Format: I2

F1T4_2N STUDENTS ATTITUDES REDUCE ACADMC SUCCESS

The attitudes and habits students bring to my class greatly reduce their chances for academic success

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	1561	5.6%	4.4%
DISAGREE	2	4145	14.8%	15.0%
DISAGREE SOMEWHAT	3	3161	11.3%	11.9%
AGREE SOMEWHAT	4	7886	28.2%	30.1%
AGREE	5	6101	21.8%	23.2%
STRONGLY AGREE	6	4065	14.5%	15.5%
RESERVED CODES:				
MULTIPLE RESPONSE	96	1	.0%	(MISS)
MISSING	98	1074	3.8%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_2O

Tape Pos. 539-540
Format: I2

F1T4_2O DRUG/ALCOHOL USE INTERFERES W/TEACHING

The level of student drug or alcohol use in this school interferes with my teaching

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	4017	14.3%	13.8%
DISAGREE	2	8678	31.0%	31.9%
DISAGREE SOMEWHAT	3	5182	18.5%	20.0%
AGREE SOMEWHAT	4	6295	22.5%	24.0%
AGREE	5	2111	7.5%	8.1%
STRONGLY AGREE	6	550	2.0%	2.2%
RESERVED CODES:				
MULTIPLE RESPONSE	96	9	.0%	(MISS)
MISSING	98	1152	4.1%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_2P

Tape Pos. 541-542
Format: I2

F1T4_2P FAMILIAR W/CONTENT TAUGHT BY DEPT. TCHRS

I am familiar with the content and specific goals of the courses taught by other teachers in my department

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	275	1.0%	1.1%
DISAGREE	2	1267	4.5%	5.2%
DISAGREE SOMEWHAT	3	1745	6.2%	6.5%
AGREE SOMEWHAT	4	6340	22.6%	23.4%
AGREE	5	12700	45.4%	46.5%
STRONGLY AGREE	6	4661	16.6%	17.3%
RESERVED CODES:				
MULTIPLE RESPONSE	96	1	.0%	(MISS)
MISSING	98	1005	3.6%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_2Q

Tape Pos. 543-544
Format: I2

F1T4_2Q UNION AND ADMINISTRATION WORK TOGETHER

The teachers union (or education association) and the school administration work together to improve the achievement of students in this school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	2765	9.9%	10.5%
DISAGREE	2	3638	13.0%	13.8%
DISAGREE SOMEWHAT	3	4272	15.3%	16.8%
AGREE SOMEWHAT	4	8224	29.4%	32.3%
AGREE	5	5675	20.3%	21.8%
STRONGLY AGREE	6	1197	4.3%	4.8%
RESERVED CODES:				
MULTIPLE RESPONSE	96	1	.0%	(MISS)
MISSING	98	2222	7.9%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_3

Indicate the degree to which each of the following is a problem with students in your school.
(MARK ONE ON EACH LINE)

NELS:88 FFU TEACHER QUESTIONNAIRE

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Question 4_3A                               Tape Pos. 545-545
--------------                              Format: I1

F1T4_3A   DEGREE TARDINESS A PROBLEM WITH STUDENTS

Tardiness
                                                      PER-   WGTD
     RESPONSE                     CODES      FREQ    CENT    PCT
    ----------                   --------    -----   -----   -----
SERIOUS PROBLEM...............       1       4172    14.9%   16.3%
MODERATE PROBLEM..............       2       8239    29.4%   30.7%
MINOR PROBLEM.................       3      11490    41.0%   42.1%
NOT A PROBLEM.................       4       3203    11.4%   11.0%
RESERVED CODES:
  MISSING.....................       8        890     3.2% (MISS)
                                             -----   -----   -----
 TOTALS:                                     27994  100.0%  100.0%
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Question 4_3B                               Tape Pos. 546-546
--------------                              Format: I1

F1T4_3B   DEGREE ABSENTEEISM A PROBLM WITH STUDNTS

Absenteeism
                                                      PER-   WGTD
     RESPONSE                     CODES      FREQ    CENT    PCT
    ----------                   --------    -----   -----   -----
SERIOUS PROBLEM...............       1       6891    24.6%   26.4%
MODERATE PROBLEM..............       2       9845    35.2%   37.7%
MINOR PROBLEM.................       3       8467    30.2%   30.3%
NOT A PROBLEM.................       4       1920     6.9%    5.6%
RESERVED CODES:
  MULTIPLE RESPONSE...........       6          4      .0% (MISS)
  MISSING.....................       8        867     3.1% (MISS)
                                             -----   -----   -----
 TOTALS:                                     27994  100.0%  100.0%
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Question 4_3C                               Tape Pos. 547-547
--------------                              Format: I1

F1T4_3C   DEGREE CLASS CUTTING A PROBLEM

Class cutting
                                                      PER-   WGTD
     RESPONSE                     CODES      FREQ    CENT    PCT
    ----------                   --------    -----   -----   -----
SERIOUS PROBLEM...............       1       3201    11.4%   12.5%
MODERATE PROBLEM..............       2       6561    23.4%   24.7%
MINOR PROBLEM.................       3      11021    39.4%   41.6%
NOT A PROBLEM.................       4       6253    22.3%   21.2%
RESERVED CODES:
  MULTIPLE RESPONSE...........       6         20      .1% (MISS)
  MISSING.....................       8        938     3.4% (MISS)
                                             -----   -----   -----
 TOTALS:                                     27994  100.0%  100.0%
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Question 4_3D                               Tape Pos. 548-548
--------------                              Format: I1

F1T4_3D   DEGREE PHYSICAL CONFLICTS A PROBLEM

Physical conflicts among students
                                                      PER-   WGTD
     RESPONSE                     CODES      FREQ    CENT    PCT
    ----------                   --------    -----   -----   -----
SERIOUS PROBLEM...............       1        966     3.5%    3.8%
MODERATE PROBLEM..............       2       3824    13.7%   14.7%
MINOR PROBLEM.................       3      13696    48.9%   52.1%
NOT A PROBLEM.................       4       8567    30.6%   29.4%
RESERVED CODES:
  MULTIPLE RESPONSE...........       6          8      .0% (MISS)
  MISSING.....................       8        933     3.3% (MISS)
                                             -----   -----   -----
 TOTALS:                                     27994  100.0%  100.0%
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Question 4_3E                               Tape Pos. 549-549
--------------                              Format: I1

F1T4_3E   DEGREE GANG ACTIVITIES A PROBLEM

Gang activities
                                                      PER-   WGTD
     RESPONSE                     CODES      FREQ    CENT    PCT
    ----------                   --------    -----   -----   -----
SERIOUS PROBLEM...............       1        513     1.8%    1.9%
MODERATE PROBLEM..............       2       1492     5.3%    5.3%
MINOR PROBLEM.................       3       5597    20.0%   21.2%
NOT A PROBLEM.................       4      19451    69.5%   71.6%
RESERVED CODES:
  MISSING.....................       8        941     3.4% (MISS)
                                             -----   -----   -----
 TOTALS:                                     27994  100.0%  100.0%
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Question 4_3F                               Tape Pos. 550-550
--------------                              Format: I1

F1T4_3F   DEGREE ROBBERY OR THEFT A PROBLEM

Robbery or theft
                                                      PER-   WGTD
     RESPONSE                     CODES      FREQ    CENT    PCT
    ----------                   --------    -----   -----   -----
SERIOUS PROBLEM...............       1        547     2.0%    2.0%
MODERATE PROBLEM..............       2       3114    11.1%   11.7%
MINOR PROBLEM.................       3      14076    50.3%   51.9%
NOT A PROBLEM.................       4       9254    33.1%   34.4%
RESERVED CODES:
  MULTIPLE RESPONSE...........       6          7      .0% (MISS)
  MISSING.....................       8        996     3.6% (MISS)
                                             -----   -----   -----
 TOTALS:                                     27994  100.0%  100.0%
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Question 4_3G                               Tape Pos. 551-551
--------------                              Format: I1

F1T4_3G   DEGREE VANDALISM A PROBLEM WITH STUDENTS

Vandalism
                                                      PER-   WGTD
     RESPONSE                     CODES      FREQ    CENT    PCT
    ----------                   --------    -----   -----   -----
SERIOUS PROBLEM...............       1        907     3.2%    3.5%
MODERATE PROBLEM..............       2       4173    14.9%   15.3%
MINOR PROBLEM.................       3      14260    50.9%   53.2%
NOT A PROBLEM.................       4       7681    27.4%   27.9%
RESERVED CODES:
  MULTIPLE RESPONSE...........       6         24      .1% (MISS)
  MISSING.....................       8        949     3.4% (MISS)
                                             -----   -----   -----
 TOTALS:                                     27994  100.0%  100.0%
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Question 4_3H                               Tape Pos. 552-552
--------------                              Format: I1

F1T4_3H   DEGREE USE OF ALCOHOL A PROBLEM

Use of alcohol
                                                      PER-   WGTD
     RESPONSE                     CODES      FREQ    CENT    PCT
    ----------                   --------    -----   -----   -----
SERIOUS PROBLEM...............       1       2915    10.4%   11.4%
MODERATE PROBLEM..............       2       9287    33.2%   34.4%
MINOR PROBLEM.................       3      11026    39.4%   40.2%
NOT A PROBLEM.................       4       3738    13.4%   14.0%
RESERVED CODES:
  MULTIPLE RESPONSE...........       6          6      .0% (MISS)
  MISSING.....................       8       1022     3.7% (MISS)
                                             -----   -----   -----
 TOTALS:                                     27994  100.0%  100.0%
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Question 4_3I

Tape Pos. 553-553
Format: I1

F1T4_3I DEGREE USE OF ILLEGAL DRUGS A PROBLEM

Use of illegal drugs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SERIOUS PROBLEM	1	1795	6.4%	7.3%
MODERATE PROBLEM	2	7642	27.3%	28.9%
MINOR PROBLEM	3	13112	46.8%	48.2%
NOT A PROBLEM	4	4316	15.4%	15.6%
RESERVED CODES:				
MULTIPLE RESPONSE	6	9	.0%	(MISS)
MISSING	8	1120	4.0%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_3J

Tape Pos. 554-554
Format: I1

F1T4_3J DEGREE POSSESSION OF WEAPONS A PROBLEM

Possession of weapons

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SERIOUS PROBLEM	1	295	1.1%	1.3%
MODERATE PROBLEM	2	1071	3.8%	4.2%
MINOR PROBLEM	3	7090	25.3%	27.3%
NOT A PROBLEM	4	18477	66.0%	67.2%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	1060	3.8%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_3K

Tape Pos. 555-555
Format: I1

F1T4_3K DEGREE PHYSICAL ABUSE OF TEACHRS A PRBLM

Physical abuse of teachers

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SERIOUS PROBLEM	1	132	.5%	.5%
MODERATE PROBLEM	2	419	1.5%	1.7%
MINOR PROBLEM	3	3969	14.2%	15.0%
NOT A PROBLEM	4	22512	80.4%	82.8%
RESERVED CODES:				
MULTIPLE RESPONSE	6	31	.1%	(MISS)
MISSING	8	931	3.3%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_3L

Tape Pos. 556-556
Format: I1

F1T4_3L DEGREE VERBAL ABUSE OF TEACHRS A PROBLEM

Verbal abuse of teachers

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SERIOUS PROBLEM	1	1560	5.6%	6.5%
MODERATE PROBLEM	2	4427	15.8%	17.1%
MINOR PROBLEM	3	12086	43.2%	45.4%
NOT A PROBLEM	4	8940	31.9%	31.0%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	979	3.5%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_3M

Tape Pos. 557-557
Format: I1

F1T4_3M DEGREE RACIAL/ETHNIC CONFLICT A PROBLEM

Racial/ethnic conflict among students

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SERIOUS PROBLEM	1	466	1.7%	1.8%
MODERATE PROBLEM	2	2760	9.9%	9.9%
MINOR PROBLEM	3	10086	36.0%	36.9%
NOT A PROBLEM	4	13728	49.0%	51.4%
RESERVED CODES:				
MULTIPLE RESPONSE	6	5	.0%	(MISS)
MISSING	8	949	3.4%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_4

Tape Pos. 558-559
Format: I2

F1T4_4 MOST FREQUENT SOURCE OF STUDENTS SUCCESS

When students are successful in achieving intended goals or objectives, it is often attributed to one of the following sources. Which do you believe is the most frequent source of success? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STUDENT'S HOME BACKGROUND	1	10075	36.0%	38.1%
STUDENT'S INTELLECTUAL ABILITY	2	1900	6.8%	6.9%
STUDENT'S ENTHUSIASM OR PERSERVERANCE	3	9082	32.4%	33.9%
TEACHER'S ATTENTION TO THE UNIQUE INTERESTS AND ABILITIES OF THE STUDENT	4	1643	5.9%	6.4%
TEACHER'S USE OF EFFECTIVE METHODS OF TEACHING	5	1865	6.7%	6.9%
TEACHER'S ENTHUSIASM OR PERSERVERANCE	6	2048	7.3%	7.8%
RESERVED CODES:				
MULTIPLE RESPONSE	96	275	1.0%	(MISS)
MISSING	98	1106	4.0%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_5

On the scale below, indicate the extent to which you agree or disagree with each of the following statements. (MARK ONE ON EACH LINE)

Question 4_5A

Tape Pos. 560-561
Format: I2

F1T4_5A CAN GET THROUGH TO MOST DIFFICULT STUDNT

If I try really hard, I can get through even to the most difficult or unmotivated students

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	1223	4.4%	4.6%
DISAGREE	2	3608	12.9%	13.0%
DISAGREE SOMEWHAT	3	4095	14.6%	15.0%
AGREE SOMEWHAT	4	9379	33.5%	35.4%
AGREE	5	6609	23.6%	24.5%
STRONGLY AGREE	6	2157	7.7%	7.5%
RESERVED CODES:				
MULTIPLE RESPONSE	96	2	.0%	(MISS)
MISSING	98	921	3.3%	(MISS)
TOTALS:		27994	100.0%	100.0%

NELS:88 FFU TEACHER QUESTIONNAIRE

Question 4_5B

Tape Pos. 562-563
Format: I2

F1T4_5B TCHRS RESPONSIBL KEEP STUS FROM DROPPNG

I feel that it's part of my responsibility to keep students from dropping out of school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	414	1.5%	1.5%
DISAGREE	2	1333	4.8%	4.8%
DISAGREE SOMEWHAT	3	2264	8.1%	8.6%
AGREE SOMEWHAT	4	8460	30.2%	31.9%
AGREE	5	10348	37.0%	38.0%
STRONGLY AGREE	6	4147	14.8%	15.2%
RESERVED CODES:				
MULTIPLE RESPONSE	96	3	.0%	(MISS)
MISSING	98	1025	3.7%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_5C

Tape Pos. 564-565
Format: I2

F1T4_5C CHANGE APPROACH IF STUS NOT DOING WELL

If some students in my class are not doing well, I feel that I should change my approach to the subject

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	297	1.1%	1.3%
DISAGREE	2	1551	5.5%	5.6%
DISAGREE SOMEWHAT	3	3851	13.8%	13.5%
AGREE SOMEWHAT	4	10775	38.5%	39.9%
AGREE	5	8118	29.0%	30.8%
STRONGLY AGREE	6	2386	8.5%	8.8%
RESERVED CODES:				
MULTIPLE RESPONSE	96	4	.0%	(MISS)
MISSING	98	1012	3.6%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_5D

Tape Pos. 566-567
Format: I2

F1T4_5D DIFFERENT METHODS CAN AFFECT ACHIEVEMENT

By trying a different teaching method, I can significantly affect a student's achievement

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	127	.5%	.6%
DISAGREE	2	1079	3.9%	4.0%
DISAGREE SOMEWHAT	3	3144	11.2%	11.6%
AGREE SOMEWHAT	4	12305	44.0%	44.9%
AGREE	5	8068	28.8%	30.3%
STRONGLY AGREE	6	2199	7.9%	8.6%
RESERVED CODES:				
MULTIPLE RESPONSE	96	5	.0%	(MISS)
MISSING	98	1067	3.8%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_5E

Tape Pos. 568-569
Format: I2

F1T4_5E LITTLE I CAN DO TO INSURE HIGH ACHIEVMNT

There is really very little I can do to insure that most of my students achieve at a high level

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	4504	16.1%	16.3%
DISAGREE	2	9864	35.2%	36.2%
DISAGREE SOMEWHAT	3	7196	25.7%	26.7%
AGREE SOMEWHAT	4	3956	14.1%	14.9%
AGREE	5	1210	4.3%	4.8%
STRONGLY AGREE	6	280	1.0%	1.1%
RESERVED CODES:				
MISSING	98	984	3.5%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_5F

Tape Pos. 570-571
Format: I2

F1T4_5F TEACHR MAKING DIFFERENCE IN STUS LIVES

I am certain I am making a difference in the lives of my students

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	165	.6%	.6%
DISAGREE	2	601	2.1%	2.2%
DISAGREE SOMEWHAT	3	1573	5.6%	6.0%
AGREE SOMEWHAT	4	10135	36.2%	37.9%
AGREE	5	10130	36.2%	37.4%
STRONGLY AGREE	6	4303	15.4%	15.9%
RESERVED CODES:				
MULTIPLE RESPONSE	96	4	.0%	(MISS)
MISSING	98	1083	3.9%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_6

Tape Pos. 572-572
Format: I1

F1T4_6 HOW OFTEN RACIAL/ETHNIC CONFLICT OCCUR

How often does racial/ethnic conflict occur among students at your school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	7646	27.3%	29.3%
RARELY	2	12941	46.2%	47.5%
SOMETIMES	3	5817	20.8%	21.3%
OFTEN	4	498	1.8%	1.9%
RESERVED CODES:				
MISSING	8	1092	3.9%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_7

Among all the staff in this school:

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Question 4_7A

Tape Pos. 573-573
Format: I1

F1T4_7A WHICH STAFF TURN TO FOR ADVICE/INFORMATN

To whom do you turn most often for information and advice about day to day instructional problems? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
I DON'T SEEK ADVICE FROM ANYONE AT MY SCHOOL..........	0	2062	7.4%	7.7%
PRINCIPAL....................	1	2047	7.3%	7.8%
YOUR DEPARTMENT CHAIR.........	2	5062	18.1%	18.5%
YOUR AREA COORDINATOR.........	3	375	1.3%	1.5%
OTHER COLLEAGUES IN YOUR DEPARTMENT..................	4	13380	47.8%	49.0%
OTHER SCHOOL STAFF MEMBERS (SPECIFY).....................	5	3931	14.0%	15.6%
RESERVED CODES:				
MULTIPLE RESPONSE...........	6	186	.7%	(MISS)
MISSING.....................	8	951	3.4%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_7B

Tape Pos. 574-574
Format: I1

F1T4_7B HOW OFTEN SEEK ADVICE IN AVERAGE MONTH

How often do you seek advice from this person in an average month during the school year? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0-1 TIMES A MONTH.............	1	8034	28.7%	32.0%
2-5 TIMES A MONTH.............	2	12480	44.6%	50.6%
6-10 TIMES A MONTH............	3	2653	9.5%	10.6%
OVER 10 TIMES A MONTH.........	4	1727	6.2%	6.8%
RESERVED CODES:				
MISSING.....................	8	1038	3.7%	(MISS)
LEGITIMATE SKIP.............	9	2062	7.4%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_8

To what extent has each of the following people at this school helped you improve your teaching or solve an instructional or class management problem?
(MARK ONE ON EACH LINE)

Question 4_8A

Tape Pos. 575-576
Format: I2

F1T4_8A EXTENT PRINCIPAL HELPED IMPROVE TEACHING

Principal or school head

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DID NOT RECEIVE ANY HELP......	1	6656	23.8%	25.0%
NOT HELPFUL..................	2	2350	8.4%	8.6%
	3	3843	13.7%	14.4%
MODERATELY HELPFUL............	4	7517	26.9%	27.7%
	5	3977	14.2%	15.2%
EXTREMELY HELPFUL.............	6	2306	8.2%	9.1%
RESERVED CODES:				
MULTIPLE RESPONSE...........	96	4	.0%	(MISS)
MISSING.....................	98	1341	4.8%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_8B

Tape Pos. 577-578
Format: I2

F1T4_8B EXTENT DEPARTMNT CHAIR IMPROVED TEACHING

Department chair

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DID NOT RECEIVE ANY HELP......	1	4042	14.4%	16.9%
NOT HELPFUL..................	2	1747	6.2%	7.1%
	3	2974	10.6%	11.5%
MODERATELY HELPFUL............	4	6491	23.2%	25.2%
	5	5260	18.8%	20.0%
EXTREMELY HELPFUL.............	6	4949	17.7%	19.4%
RESERVED CODES:				
MULTIPLE RESPONSE...........	96	3	.0%	(MISS)
MISSING.....................	98	2528	9.0%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_8C

Tape Pos. 579-580
Format: I2

F1T4_8C EXTENT OTH ADMINISTRATRS IMPROVD TEACHNG

Other school administrators

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DID NOT RECEIVE ANY HELP......	1	6051	21.6%	23.1%
NOT HELPFUL..................	2	2808	10.0%	10.5%
	3	4642	16.6%	17.6%
MODERATELY HELPFUL............	4	7314	26.1%	28.0%
	5	3812	13.6%	14.5%
EXTREMELY HELPFUL.............	6	1591	5.7%	6.3%
RESERVED CODES:				
MULTIPLE RESPONSE...........	96	36	.1%	(MISS)
MISSING.....................	98	1740	6.2%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_8D

Tape Pos. 581-582
Format: I2

F1T4_8D EXTENT DEPT. COLLEAGUES IMPROVED TEACHNG

Department colleagues

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DID NOT RECEIVE ANY HELP......	1	1863	6.7%	8.0%
NOT HELPFUL..................	2	617	2.2%	2.3%
	3	2810	10.0%	11.1%
MODERATELY HELPFUL............	4	7616	27.2%	28.9%
	5	8020	28.6%	29.0%
EXTREMELY HELPFUL.............	6	5453	19.5%	20.7%
RESERVED CODES:				
MULTIPLE RESPONSE...........	96	24	.1%	(MISS)
MISSING.....................	98	1591	5.7%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_8E

Tape Pos. 583-584
Format: I2

F1T4_8E EXTNT COLLEAGUES OUTSIDE IMPROVD TEACHNG

Colleagues outside department

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DID NOT RECEIVE ANY HELP......	1	5314	19.0%	20.5%
NOT HELPFUL..................	2	1919	6.9%	7.3%
	3	5112	18.3%	18.9%
MODERATELY HELPFUL............	4	7871	28.1%	29.2%
	5	4567	16.3%	17.1%
EXTREMELY HELPFUL.............	6	1734	6.2%	7.0%
RESERVED CODES:				
MULTIPLE RESPONSE...........	96	3	.0%	(MISS)
MISSING.....................	98	1474	5.3%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_8F

Tape Pos. 585-586
Format: I2

F1T4_8F EXTENT PERSONNEL GROUP IMPROVED TEACHING

Personnel group or committee

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DID NOT RECEIVE ANY HELP......	1	16029	57.3%	62.8%
NOT HELPFUL..................	2	2785	9.9%	10.6%
	3	2924	10.4%	11.8%
MODERATELY HELPFUL............	4	2452	8.8%	9.6%
	5	849	3.0%	3.4%
EXTREMELY HELPFUL.............	6	395	1.4%	1.8%
RESERVED CODES:				
MULTIPLE RESPONSE...........	96	2	.0%	(MISS)
MISSING.....................	98	2558	9.1%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_9

At this school, how much actual influence do you think teachers have over school policy in each of the areas below? (MARK ONE ON EACH LINE)

Question 4_9A

Tape Pos. 587-587
Format: I1

F1T4_9A TEACHRS INFLUENCE OVER DISCIPLINE POLICY

Determining discipline policy

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE..................	1	5089	18.2%	19.3%
	2	6220	22.2%	23.3%
MODERATE INFLUENCE............	3	10050	35.9%	36.4%
	4	3944	14.1%	14.3%
A GREAT DEAL OF INFLUENCE.....	5	1699	6.1%	6.7%
RESERVED CODES:				
MISSING.....................	8	992	3.5%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_9B

Tape Pos. 588-588
Format: I1

F1T4_9B TEACHRS INFLUENCE OVER INSERVICE PROGRMS

Determining the content of inservice programs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE..................	1	3832	13.7%	14.6%
	2	5541	19.8%	20.6%
MODERATE INFLUENCE............	3	9807	35.0%	36.1%
	4	5261	18.8%	19.8%
A GREAT DEAL OF INFLUENCE.....	5	2390	8.5%	9.0%
RESERVED CODES:				
MISSING.....................	8	1163	4.2%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_9C

Tape Pos. 589-589
Format: I1

F1T4_9C INFLUENCE GROUPING STUDENTS BY ABILITY

Setting policy on grouping students in classes by ability

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE..................	1	6518	23.3%	25.5%
	2	6351	22.7%	23.7%
MODERATE INFLUENCE............	3	8060	28.8%	30.3%
	4	3981	14.2%	14.0%
A GREAT DEAL OF INFLUENCE.....	5	1885	6.7%	6.5%
RESERVED CODES:				
MULTIPLE RESPONSE...........	6	1	.0%	(MISS)
MISSING.....................	8	1198	4.3%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_9D

Tape Pos. 590-590
Format: I1

F1T4_9D INFLUENCE OVER ESTABLISHING CURRICULUM

Establishing curriculum

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE..................	1	2451	8.8%	9.5%
	2	3777	13.5%	14.5%
MODERATE INFLUENCE............	3	8690	31.0%	32.4%
	4	7176	25.6%	26.3%
A GREAT DEAL OF INFLUENCE.....	5	4812	17.2%	17.3%
RESERVED CODES:				
MISSING.....................	8	1088	3.9%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_10

Tape Pos. 591-591
Format: I1

F1T4_10 FREQUENCY OF STAFF MEETINGS

How often does your department hold staff meetings? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER.........................	1	2191	7.8%	8.5%
1-3 TIMES PER SEMESTER........	2	14332	51.2%	52.6%
1-3 TIMES PER MONTH...........	3	9237	33.0%	34.6%
ONCE A WEEK...................	4	1070	3.8%	3.7%
2-3 TIMES PER WEEK............	5	168	.6%	.6%
RESERVED CODES:				
MISSING.....................	8	996	3.6%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_11

To what degree do the following represent your most important teaching goals? (MARK ONE ON EACH LINE)

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Question 4_11A

Tape Pos. 592-592
Format: I1

F1T4_11A HAPPY JUST TO GET THROUGH THE DAY

I'm happy just to get through the day

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	13749	49.1%	52.0%
SOMEWHAT IMPORTANT	2	8932	31.9%	34.2%
VERY IMPORTANT	3	2582	9.2%	10.1%
EXTREMELY IMPORTANT	4	910	3.3%	3.7%
RESERVED CODES:				
MISSING	8	1821	6.5%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_11B

Tape Pos. 593-593
Format: I1

F1T4_11B WANT TO BE SURE TO COVER THE CURRICULUM

I want to be sure to cover the curriculum

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	438	1.6%	1.6%
SOMEWHAT IMPORTANT	2	7963	28.4%	30.0%
VERY IMPORTANT	3	14084	50.3%	51.6%
EXTREMELY IMPORTANT	4	4484	16.0%	16.9%
RESERVED CODES:				
MULTIPLE RESPONSE	6	10	.0%	(MISS)
MISSING	8	1015	3.6%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_11C

Tape Pos. 594-594
Format: I1

F1T4_11C WANT STUDNTS TO UNDERSTAND SUBJCT MATTER

I want my students to understand and be able to make sense of the subject matter

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SOMEWHAT IMPORTANT	2	203	.7%	.8%
VERY IMPORTANT	3	9858	35.2%	36.9%
EXTREMELY IMPORTANT	4	16995	60.7%	62.3%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	935	3.3%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_11D

Tape Pos. 595-595
Format: I1

F1T4_11D INSURE STUDENTS PERFORM WELL ON TESTS

I work to insure that as many students as possible perform well on tests

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	242	.9%	.9%
SOMEWHAT IMPORTANT	2	5303	18.9%	18.7%
VERY IMPORTANT	3	13708	49.0%	51.1%
EXTREMELY IMPORTANT	4	7782	27.8%	29.3%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	956	3.4%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_11E

Tape Pos. 596-596
Format: I1

F1T4_11E WANT TO MAINTAIN DISCIPLINE AND ORDER

I want to maintain order and discipline in the classroom

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	288	1.0%	1.0%
SOMEWHAT IMPORTANT	2	4063	14.5%	14.2%
VERY IMPORTANT	3	12911	46.1%	47.6%
EXTREMELY IMPORTANT	4	9748	34.8%	37.3%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	983	3.5%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_11F

Tape Pos. 597-597
Format: I1

F1T4_11F CREATE LESSONS STUDNTS WILL ENJOY LEARNG

I work to create lessons so my students will enjoy learning and become independent learners

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	59	.2%	.2%
SOMEWHAT IMPORTANT	2	2274	8.1%	8.6%
VERY IMPORTANT	3	11658	41.6%	43.1%
EXTREMELY IMPORTANT	4	13061	46.7%	48.1%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	941	3.4%	(MISS)
TOTALS:		27994	100.0%	100.0%

Question 4_11G

Tape Pos. 598-598
Format: I1

F1T4_11G WRK TOWARD EMPLOYABLE SKILLS FOR STUDNTS

I work toward developing the skills needed for my students to become employable adults and responsible citizens

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	83	.3%	.3%
SOMEWHAT IMPORTANT	2	2032	7.3%	7.0%
VERY IMPORTANT	3	10508	37.5%	38.4%
EXTREMELY IMPORTANT	4	14407	51.5%	54.4%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	963	3.4%	(MISS)
TOTALS:		27994	100.0%	100.0%

Appendix G

Corrections to the First Follow-Up

Student, Dropout and School Component Data File User's Manuals

Corrections to First Follow-Up Student, Dropout and School Data File User's Manuals

Since publication of *First Follow-Up Data File User's Manuals*--Student, Dropout and School--some printing and typographical errors have been discovered which we would like to bring to user's attention and correct through this errata sheet.

Student Component Data File User's Manual

Page 76; Table 3.7-2. The item nonresponse rate of 3.4 percent listed in Table 3.7-2 for the topic "Language Use" is incorrect. The correct rate of item nonresponse for this topic area is 34.2 percent.

Page 81; Table 4.4-1. The sample realization figures for public and Catholic schools appearing under the column heading "Cooperating Original Selections" are incorrect. The correct number of originally selected public schools that cooperated in the base year is 522 and the correct number of originally selected Catholic schools that cooperated is 70.

Page 123; Figure 7-1. The example illustrating the linkage between first follow-up students and first follow-up teachers, is incorrect. In the "Teacher 1" box under First Follow-Up Data Files, the STU_ID-TCH_ID link should read 12345015678901E with the first five-digits representing the student's unique identification code and the second eight-digit number representing the first follow-up unique teacher identification code. In the "Teacher 2" box, the STU_ID-TCH_ID link should read 12345015678901M with the first five-digits representing the student's unique identification code and the following eight-digit number representing the unique teacher identification code.

Appendix K--Base Year Codebook. Owing to a collation error, the Base Year Eighth Grade Codebook and the First Follow-Up Student Codebook appear together in Appendix L rather than separately as Appendices K and L, respectively. In Appendix L, the Base Year Eighth Grade Codebook stops on page 66 and the First Follow-Up Student Codebook begins with page 1 on the following page.

Page 11 of the First Follow-Up Student Codebook; Question 18A. The codebook value labels for student questionnaire item F1S18A are printed in reverse. The correct value labels (with their corresponding values) are as follows:

Very Sure I'll Graduate (=1)
I'll Probably Graduate (=2)
I Probably Won't Graduate (=3)
Very Sure I Won't Graduate (=4)

This reversal affects only the value labels as printed in the First Follow-Up Student Codebook. SPSS and SAS student cards contain the correct value labels and values.

Merging Student Data with Teacher Data through the School ID Variable. The variable name for the school identification variable in the student datafile is not the same as the name given to this variable in the teacher datafile. As such, if users intend to merge student and teacher data through the school identification variable, the variable name needs to be modified in the student datafile SAS and SPSSX cards. Currently, in the student datafile, the variable name is F1SCHLID (position 862-866) while in the teacher datafile the variable name is F1SCH_ID.

Before merging these two datasets through the school identification variable, users need to rename the student datafile variable F1SCHLID, position 862-866, to F1SCH_ID. For SAS cards, the name should be changed in the Input, Length, Label and Format statements. For SPSSX cards, the name should be changed in the Data List, Variable Labels, Value Labels, and Missing Value statements. Users can use a global change to rename this variable.

This student datafile variable also needs to be renamed in the accompanying student SAS system file. In the student component SAS system file, we suggest using the following statement to rename F1SCHLID to F1SCH_ID:

```
DATA XXX (RENAME=(F1SCHLID=F1SCH_ID));
      SET IN1.F1TEACHR;
```

Users may also merge student and teacher data through the student identification variable which is variable STU_ID, position 1-7 in the student datafile and position 1-7 in the teacher datafile. The name for this variable is the same in both datafiles.

Dropout Component Data File User's Manual

Page 98; Section titled "Weights". In the last sentence in the second paragraph of this section, reference is made to the "special dropout questionnaire flag F1DQFLG." The flag name F1DQFLG is incorrect; the actual name of this flag, as it appears above and on the dropout datafile, is F1ADJFLG. F1ADJFLG is the special dropout questionnaire flag users should employ to determine which form of the dropout questionnaire was completed.

School Component Data File User's Manual

A number of first follow-up school variables were recoded. Unlike our presentation of recodes in the Student Component Data File User's Manual, wherein recodes are reflected in both the codebook frequencies and the reprinted questionnaire, school questionnaire recodes are reflected only in the school questionnaire codebook.

For example, in the school questionnaire codebook, the values for item F1C14 read 1=YES and 2=NO, while in Appendix D, First Follow-Up School Administrator Questionnaire, values for item F1C14 (question 14) read NO=1 and YES=2. **Correct values and value labels are displayed in the School Codebook**.

Page 50; Figure 6-1. The example illustrating the linkage between first follow-up students and first follow-up teachers, is incorrect. In the "Teacher 1" box under First Follow-Up Data Files, the STU_ID-TCH_ID link should read 12345015678901E with the first five-digits representing the student's unique identification code and the second eight-digit number representing the first follow-up unique teacher identification code. In the "Teacher 2" box, the STU_ID-TCH_ID link should read 12345015678901M with the first five-digits representing the student's unique identification code and the following eight-digit number representing the unique teacher identification code.

★U.S. GOVERNMENT PRINTING OFFICE: 1992-342-10972997

United States
Department of Education
Washington, D.C. 20208–5651

Official Business
Penalty for Private Use, $300

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